

An Daras Multi Academy Trust Windmill Hill Community Academy

Scheme of Learning - SMSC

Integrated Curriculum Scheme of Learning - 2015	
Domain of Learning:	SMSC
National Curriculum Subjects:	SMSC- SEAL/British Values Links /Healthy Schools /PSHE/ UNCIEF/ SRE
Domain Leader:	S Jackson/A Terry
Agreed and Approved:	March 16
Leader In Year Review Dates:	March 17
Related Documents and Guidance:	National Curriculum 14
	WHA SMSC Policy 15
	WHA SMSC Curriculum Statement 14
	SEAL
	PSCHE
	UNICEF
	Healthy Schools
	British Values Policy 2015
	SRE Policy
	Online Safety Policy

WHA Community Academy

SMSC Scheme of Learning-2015

Curriculum Statement

SMSC

To support this understanding and skills acquisition the following definitions are offered: -

- **Spiritual Development**; is related to the development of a sense of identity, self-worth, meaning and purpose. To have the understanding of their strengths and weaknesses and their will to achieve. It is about the development of a pupil's 'spirit', which some people may refer to as the development of their 'personality' or 'character'.
- Moral Development; is the building of a framework of moral values which regulate personal behaviour, through the teaching and promotion of principles. Where possible learners will be able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. Different points of view, on behalf of the teacher, parents and pupils will occur, however, they will generally help pupils understand the reasons for this.
- **Social Development**; encompasses pupil's ability to take responsibility, to show initiative and to develop an understanding of being a member of a family and living in a community, also to be able to relate with others and work as a team member.
- Cultural Development; includes the opportunity for young people to recognise, explore, understand and respect their own culture and that of others. An interest in others' way of doing things and curiosity about differences and values, understand cultural diversity, the historical perspective and other people's views

When considering SMSC other Windmill Hill Academy policies can be accessed, PSHE, Citizenship, Drugs Education, Sex and Relationship Education (SRE), Anti-Bullying, British Values statement, Faith and Belief (RE), Online Safety & Collective Worship.

Personal, social, health and economic education

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. PSHE is a non-statutory subject but PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and therefore we have designed our own Scheme of Learning to reflect this.

As a school we have used our PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

We seek to use our PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

SRE

Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation and therefore is a key part of our SMSC curriculum Scheme of Learning. The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development. We aim to help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. Pupils need also to be given accurate information and helped to develop skills to enable them to understand difference and respect themselves and others and for the purpose also of preventing and removing prejudice. Sex and relationship education should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life

Year Group 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1 - Unit Title						
A. ADMAT Aims Link	Providing for children a safe, stimulating, caring but challenging learning environment.	Working positively with stakeholders and partners to provide an integrated educational experience for children and families.	Creating an enjoyable and creative curriculum that meets the learning needs of children.	Encouraging children's active participation in outdoor and sporting learning opportunities.	Ensuring achievement gaps for disadvantaged children are addressed.	Accelerating and sustaining children's progress towards higher achievement. Ensuring children are equipped for the next phase of learning.
B. WHA Aims Link	Provide children with a broad, balanced, stimulating and relevant curriculum which allows children every opportunity to develop into healthy and well-adjusted individuals. Encourage children to be creative thinkers who adopt a sustainable approach to life and learning by becoming good global citizens.	Provide children with a broad, balanced, stimulating and relevant curriculum which allows children every opportunity to develop into healthy and welladjusted individuals. Encourage children to be creative thinkers who adopt a sustainable approach to life and learning by becoming good global citizens.	Provide children with a broad, balanced, stimulating and relevant curriculum which allows children every opportunity to develop into healthy and well-adjusted individuals. Encourage children to be creative thinkers who adopt a sustainable approach to life and learning by becoming good global citizens.	Provide children with a broad, balanced, stimulating and relevant curriculum which allows children every opportunity to develop into healthy and well-adjusted individuals. Encourage children to be creative thinkers who adopt a sustainable approach to life and learning by becoming good global citizens.	Provide children with a broad, balanced, stimulating and relevant curriculum which allows children every opportunity to develop into healthy and welladjusted individuals. Encourage children to be creative thinkers who adopt a sustainable approach to life and learning by becoming good global citizens.	Provide children with a broad, balanced, stimulating and relevant curriculum which allows children every opportunity to develop into healthy and well-adjusted individuals. Encourage children to be creative thinkers who adopt a sustainable approach to life and learning by becoming good global citizens.
C. SMSC Title	New beginnings	Getting on and Falling Out	Going for Goals	Good to be me	Relationships	Changes

D. SEAL I know some more ways to calm Say no to bullying I know we learn in I can tell when I am I can tell when I am I can tell you some myself down when I feel scared or I can tell you how different ways. feeling worried or things about me that proud or jealous. upset. someone who is bullied I can choose a anxious. I can think of ways to have changed and I can help to make the class a safe realistic goal. I can explain some make me feel better some things that will I know that when you and fair place. I can break a goal things that help me when I feel hurt without not change. down into small I know that some I know what I have to do myself to feel sad, it affects the stop worrying. hurting others. make the classroom and school a way you behave and I can tell you something I understand that being changes are natural steps. that makes me feel and happen 'by safe and fair place for everyone, how you think. I can tell you some unkind and hurting themselves'. and that it is not OK for other I can tell you what of my strengths as a proud. someone doesn't make people to make it unsafe or unfair. bullying is. learner. I can tell you about my me feel better I know I know different ways I know that I belong to a I know some people in I can resist gifts and talents. the people who are that help me to learn and out of school who I distractions. I can tell when I am to do things. community. important to me. I know some ways to solve a could talk to if I was I can learn from my feeling proud. I can tell you something I can tell you about problem. I can help another that has made me changes that I can feeling unhappy or successes. I can tell you how I I can sometimes tell if other people being bullied. person feel proud. jealous. make happen. are feeling sad or scared and I I know what to do if I learn best. I can use the problem-I can feel proud on I can make some know how to make people feel am bullied. I can predict and solving process. behalf of my friends changes quickly and better. I can tell you some ways understand the when they have done easily. I can help to make my class a good in which I am the same consequences of something well. I know that to make place to learn. as and different from some changes is hard reaching my goal. my friends. and takes a long time. I can say what I I can tell you how I I am proud of the ways want to happen in which I am different. when there is a might change in the future. I can be kind to children problem (set a goal). who are bullied I can think of lots of different ideas or Getting on and falling solutions. out I know when I am starting to feel angry. I know what happens on the inside and the outside of my body when I start to get angry. I know some ways to calm down when I am starting to feel angry. I know how to make up

WHA SMSC Curriculum SoL 2016 5

with a friend when we

E. PSCHE Skills - Child Protection - Safeguarding - PREVENT - Risk Awareness - Anti Bullying - Behaviour	Child Protection Ask for and give permission. Respond with increasing confidence to new people and situations. Say 'no' when subject to pressure/something feels wrong. Ask for help from adults. Follow simple safety rules and instructions. Recognise and make safe choices based on right and wrong/good or bad. Safety Education	have fallen out. I can tell you what being a good friend means to me. I can work well in a group. I can listen well to other people when they are talking I can use peaceful problemsolving to sort out problems so both people feel OK. Anti-Bullying Education Ask questions and talk confidently with adults and peers about their thoughts and feelings. Express positive things about themselves and others. Recognise the need to ask for support sometimes, and whom to ask and how. Recognise risk in different situations and make judgements about	Drugs Education Recognise ways in which their own choices and behaviour affect others. Show some responsibility for self and others in and out of school. Respond with increasing confidence to new people and situations	Emotional Health and Well- Being Express positive qualities about themselves. Respond with increasing confidence to new people and situations. Recognise ways in which their own choices and behaviour affect others. Agree rules for the groun/classroom	Whole School Health Module http://www.e-bug.eu/	SRE Begin to manage feelings positively and effectively. Responding with increasing confidence to new people and situations. Make new friends and cope with loosing friends. Take part in discussions about matters relating to their lives e g the
	Recognise and make safe choices based on right and wrong/good or	sometimes, and whom to ask and how.	Respond with increasing	which their own choices and behaviour		friends. Take part in
	Safety Education Ask for and give permission.	different situations and make judgements about behaviour and decisions	people and situations.	Agree rules for the group/classroom. Show some		matters relating to their lives e.g. the school environment.
	Respond with increasing confidence to new people and	about personal safety. Respond assertively to		responsibility for self and others in and out		bullying.
	situations. Recognise potential and risks to safety of self and others from	teasing and bullying. Demonstrate tolerance and respect for others		of school. Healthy Eating		
	people, situations and in the environment.	Online Safety		Make simple choices		
	Ask for help from adults.	http://www.thinkuknow		e.g. between foods.		
	Listen to the teacher and to a friend.	.co.uk/		Voices differences in opinion sensitively and		
	Recognise and make safe choices			courteously, say sorry,		

	based on right and wrong/good			thank you.		
	and bad			Ask questions and talk		
	and bad			confidently with adults		
	Prevent			and peers about their		
	Respect Key Stage One			thoughts and feelings		
	Respect key stage One					
	hattan //			Use simple vocabulary		
	http://www.preventforschools.org/			for describing personal		
	index.php?category_id=62			effectiveness and		
				setting personal goals.		
				Recognise and respond		
				to a variety of emotions		
				themselves and others,		
				such as jealousy, anger		
				and excitement.		
				Be able to express		
				feelings in different		
				ways and recognise the		
				impact on others.		
				Choose health options		
				in relations to food,		
				exercise, rest etc.		
				Recognise their own		
				and other people's		
				feelings.		
				Recognise that actions		
				have consequences for		
				themselves and others.		
				Put themselves into		
				their parents' shoes.		
				Show care for others as		
				well as themselves		
F. PSCHE	Child Protection	Anti-Bullying Education	Drugs Education	Emotional Heath and	Whole School Health	SRE
Knowledge	Understand ideas of good and bad,	Know ways of coping	Know the people	Well-Being	Module	Know that people
MIOWICASE	and right and wrong.	with difficult emotions,	who look after them	Know some of the	http://www.e-bug.eu/	have things in
	Know places that are safe, where	fears and worries.	and their different	things, which can cause		common but that
- Child Protection	to get help and the people in their	Understand that	roles and	different emotions.		every individual is
- Safeguarding	community who can help them.	pressure to take	responsibilities.	Know what they are		unique.
- PREVENT	Know the rules for keeping safe at	harmful or illegal	Know what bullying	good at.		Understand how to
- Risk Awareness	home and at school, e.g. roads.	substances may come	is and what to do if	Know when to keep a		be a friend and that
- Anti Bullying	Know that they have rights over	from people they know	they experience or	secret and when to tell.		friendships can
10	Know that they have rights over	from people tries know	they experience of	scarci and when to tell.		menusinps can

- Behaviour	their own bodies.	such as friends, relatives	see bullying.	Know that there are	 change.
	Understand that there is a	and neighbours	Know about the jobs	similarities and	Know the different
	difference between accidental and	Know how to deal with	of adults in the	differences between	groups to which they
	purposeful hurting.	friendship problems.	classroom, school	people cultural	belong e.g. family,
	Know the world immediately	Know about bullying,	and around them.	background etc.	friends, school
	around them	why it happens, and its	Know what	Understand that boys	
	Know about the jobs of adults in	effects on people, how	improves and harms	and girls can both do	
	the classroom, school and round	to deal with it and how	their local	the same tasks and	
	them.	to stop it happening.	environment and	enjoy the same things.	
		Know sources of help,	how they can look	Know what bullying is	
	Safety Education	including helplines,	after it.	and what to do if they	
	Understand ideas of good and bad,	when facing problems.	Know about shops,	experience or see	
	right and wrong.	Understand why school	services and	bullying.	
	Know what is safe to put into/onto	rules are made and the	advertising and	Understand that	
	the body and that all substances	consequences of	what they do for us;	people have needs.	
	can be harmful.	breaking them; relate	know that they have	Know that all people	
	Know that all medicines are drugs	this to simple	to pay for what they	have the same basic	
	but not all drugs are medicines.	knowledge about the	buy.	needs, and the	
	Know the rules for keeping safe at	law and understand that		difference between	
	home and at school e.g. roads.	rules and laws are		needs and wants.	
	Understand that there is a	designed to protect.		Healthy Eating	
	difference between accidental and	Understand that rights		Know that there are	
	purposeful hurting.	bring responsibilities at		similarities and	
	Know how to behave in different	home, at school and in		differences between	
	situations.	the community.		people Cultural	
				background etc.	
	Emergency Life Support	Online Safety		Know the people who	
	https://www.bhf.org.uk/	http://www.thinkuknow		look after them and	
	publications/children-and-young-	.co.uk/		their different roles	
	people/artie-beat-lifesavers			and responsibilities	
				Know the choices open	
	Prevent			to them e.g. in food.	
	Respect Key Stage One			Know that all people	
	1			have the same basic	
	http://www.preventforschools.org/			needs, and the	
	index.php?category id=62			difference between	
				needs and wants.	
				Know what is special	
				about them: abilities,	
	1				

interests, strengths and

	weaknesses.
	Know that puberty
	brings changes in
	emotions.
	Know ways of coping
	with difficult emotions,
	fears and worries.
	Know how their
	strengths can help a
	group to perform a
	task.
	Know what makes
	them feel happy and
	positive about life; the
	influence of exercise,
	leisure, relationships
	on mental health.
	Know what we do that
	makes each other
	happy, sad and cross
	and what helps and
	what hinders
	friendships.
	Know about bullying,
	why it happens, and its
	effects on people, how
	to deal with it and how
	to stop it happening.
	Understand how media
	messages affect
	attitudes and can cause
	inequality of
	opportunity.
	Know sources of help,
	including helplines
	when facing problems.
	Understand why school
	rules are made and the
	consequences of
	breaking them; relate
<u> </u>	1 1 2 2 2 7 2 2 2 1

G. PSCHE Attitudes and Values - Child Protection - Safeguarding - PREVENT - Risk Awareness - Anti Bullying - Behaviour	Child Protection Develop confidence when expressing opinions and things that matter to them. Persevere and overcome difficulties. Think about why they need to take care and be safe in what they do. Be aware of their right to decide. Safety Education Develop confidence when expressing things that matter to them. Think about why they need to take care and be safe in what they do. Be aware of their right to decide. Think about what is important to them in making choices. Prevent Respect Key Stage One http://www.preventforschools.org/index.php?category_id=62	Anti-Bullying Education Appreciate the importance of taking responsibility for themselves and their behaviour Respect their own and others bodies. Consider why a sense of fair play is necessary in their dealings with their peers and others. Consider why it is wrong for children to be bullied or abused by other children or adults. Be honest Online Safety http://www.thinkuknow.co.uk/	Drugs Education Care about keeping themselves and others safe. Be proud of who they are and understand that difference does not mean better or worse. Be willing to care for others.	this to simple knowledge about the law and understand that rules and laws are designed to protect. Understand that rights bring responsibilities at home, at school and in the community. Emotional Health and Well-Being Develop confidence when expressing opinions about things that matter to them. Recognise their uniqueness, feel good about them and be proud of their achievements. Be proud of who they are and understand that difference does not mean better or worse. Value other people's achievements. Respect others needs and feelings. Be willing to care for others. Think about what trust and reliability mean Healthy Eating	Whole School Health Module http://www.e-bug.eu/	SRE Develop confidence when expressing opinions about things that matter to them. Think about what responsibility means. Consider the value of being a friend and having friends. Be proud of who they are and understand that difference does not mean better or worse. Consider the value of being part of different groups and communities.
	index.php:cutegory id=52			Healthy Eating Think about what is important to them in making choices. Enjoy life at school, acting confidently and		

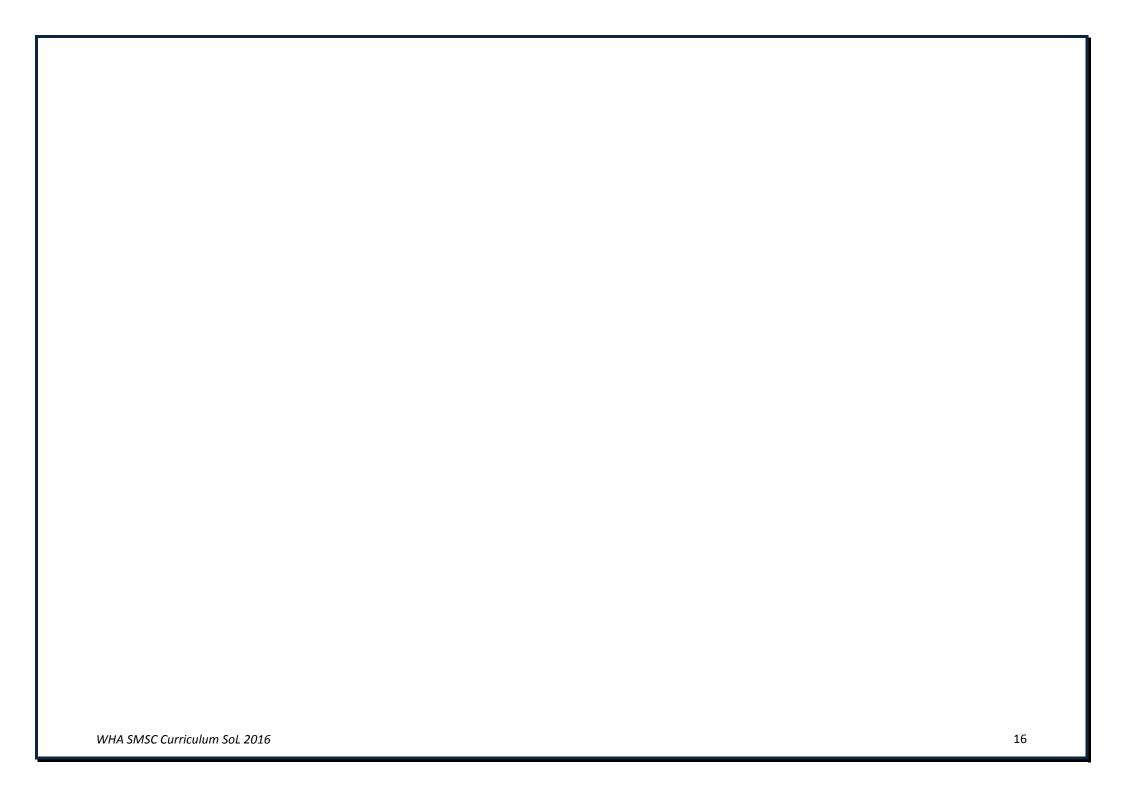
	appropriate.	
	Have realistic	
	aspirations when target	
	setting.	
	Look forward	
	confidently to the	
	transition to secondary school.	
	Appreciate the	
	importance of taking	
	responsibility for	
	themselves and their	
	behaviour.	
	Respect their own and	
	others bodies.	
	Consider the value of	
	keeping healthy and	
	different attitudes to	
	health and illness.	
	Accept responsibility	
	for personal	
	cleanliness.	
	Develop a positive	
	approach and self-	
	motivation towards	
	personal safety and	
	risk-taking.	
	Respect other peoples,	
	decisions, rights and	
	bodies.	
	Consider why honesty,	
	loyalty, understanding	
	and respect are	
	important in	
	relationships.	
	Appreciate home,	
	school and community	
	values.	
	Be honest.	
	Value their identity and	

		background and those	
		of others.	
H. Citizenship	Animals and us		
·	o that all humans have		
	needs		
	o that all animals have		
	needs		
	o in group discussions,		
	to take different		
	views into account		
	while developing their		
	ideas		
	o that pets need to be		
	looked after		
	o to organise their ideas		
	into written		
	sentences with a clear		
	structure		
	o that all animals		
	should be treated		
	with respect		
	o that humans have a		
	responsibility to		
	ensure the well-being		
	of animals, including minibeasts		
	o to develop ground rules for wildlife areas		
	rules for wildlife areas		
	People who help us		
	o about the role of		
	different people in		
	the community who		
	help us		
	o that police officers		
	and other people who		
	help us are members		
	of the communities		
	they serve		
	o that some people		
	O that some people		

who help us wear		
uniforms		
o how to ask for help		
appropriately		
o to use word banks to		
develop vocabulary		
o to listen to others		
with concentration,		
remembering specific		
points		
o the basic roles of the		
police		
o about individual and		
collective		
responsibilities in		
relation to personal		
safety		
o the importance of		
rules and how they		
help us in different		
situations		
o about different forms		
of communication		
and how they can be		
used		
o to develop skills to		
keep themselves safe		
and to know what to		
do in an emergency		

I. Values and	Create challenge	Create challenge	Create challenge	Create challenge	Create challenge	Create challenge
behaviours.	Resilience	Resilience	Resilience	Resilience	Resilience	Resilience
	Tenacity	Tenacity	Tenacity	Tenacity	Tenacity	Tenacity
	Perseverance	Perseverance	Perseverance	Perseverance	Perseverance	Perseverance
	Motivation	Motivation	Motivation	Motivation	Motivation	Motivation
	<u>Citizenship</u>	<u>Citizenship</u>	<u>Citizenship</u>	<u>Citizenship</u>	<u>Citizenship</u>	<u>Citizenship</u>
	Respect	Respect	Respect	Respect	Respect	Respect
	Active voice	Active voice	Active voice	Active voice	Active voice	Active voice
	<u>Community</u>	<u>Community</u>	<u>Community</u>	<u>Community</u>	<u>Community</u>	<u>Community</u>
	Responsible	Responsible	Responsible	Responsible	Responsible	Responsible
	Proud	Proud	Proud	Proud	Proud	Proud
	Independent	Independent	Independent	Independent	Independent	Independent
	Community awareness	Community awareness	Community	Community awareness	Community awareness	Community
	<u>Creative</u>	<u>Creative</u>	awareness	<u>Creative</u>	<u>Creative</u>	awareness
	Global citizens	Global citizens	<u>Creative</u>	Global citizens	Global citizens	<u>Creative</u>
	Flourish	Flourish	Global citizens	Flourish	Flourish	Global citizens
	Thrive	Thrive	Flourish	Thrive	Thrive	Flourish
			Thrive			Thrive
	=					
J. UNICEF/Pupil	12/13/26/27/31/40/41/42	12/11/19	17/28/29/30/33	6/7/8/14/15/16/23/24	3/4/5/9/10/18/20/21/22	32/34/36/37/38/39
Charter Links						
K. British Values	Enable students to acquire a broad	Further tolerance and	An appreciation that	Enable students to	Encourage respect for	Enable students to
Link	general knowledge of and respect	harmony between	living under the rule	develop their self-	democracy and support	distinguish right from
	for public institutions and services	different cultural	of law protects	knowledge, self-esteem	for participation in the	wrong and to respect
	in England;	traditions by enabling	individual citizens	and self-confidence.	democratic processes,	the civil and criminal
	An understanding of how citizens	students to acquire an	and is essential for	Encourage students to	including respect for the	law of England.
	can influence decision-making	appreciation of and	their wellbeing and	accept responsibility	basis on which the law is	
	through the democratic process.	respect for their own	safety;	for their behaviour,	made and applied in	
	An understanding that the freedom	and other cultures.	An understanding of	show initiative, and to	England.	
	to choose and hold other faiths and	Encourage respect for	the importance of	understand how they	An understanding that	
	beliefs is protected in law.	other people.	identifying and	can contribute	there is a separation of	
	An acceptance that other people		combatting	positively to the lives of	power between the	
	having different faiths or beliefs to		discrimination.	those living and	executive and the	
	oneself (or having none) should be			working in the locality	judiciary, and that while	
	accepted and tolerated, and should		1	of the school and to	sama nublia badias suab	
	accepted and tolerated, and should			of the school and to	some public bodies such	

	discriminatory behaviour.				army can be held to	
	discriminatory benaviour.				·	
					account through	
					Parliament, others such	
					as the courts maintain	
					independence;	
L. British Values:	include in suitable parts of the curr					
Linked examples	democracy and the law works in Brita					
in across the	listened to, and demonstrate how de	mocracy works by actively p	romoting democratic pr	rocesses such as a school co	ouncil whose members are v	oted for by the pupils; •
school:	use opportunities such as general or	local elections to hold mock	elections to promote fu	ındamental British values a	nd provide pupils with the o	pportunity to learn how
Scriooi.	to argue and defend points of view;	use teaching resources from	m a wide variety of sour	ces to help pupils understa	nd a range of faiths, and • co	onsider the role of
	extra-curricular activity, including any	y run directly by pupils, in pr	omoting fundamental B	ritish values.	_	
M. Cross-	- Character Building	- Character Building	- Character Building	- Character Building	- Character Building	- Character Building
Curricular Links	- Wild Tribe	- Wild Tribe	- Wild Tribe	- Wild Tribe	- Wild Tribe	- Wild Tribe
- Character	-Team building	-Team building	-Team building	-Team building	-Team building	-Team building
Building	- Pupil Voice	- Pupil Voice	- Pupil Voice	- Pupil Voice	- Pupil Voice	- Pupil Voice
- Wild Tribe	-Decision Making	-Decision Making	-Decision Making	-Decision Making	-Decision Making	-Decision Making
	- Independent Learning	- Independent Learning	- Independent	- Independent Learning	- Independent Learning	- Independent
- Residential	- Outdoor Education	- Outdoor Education	Learning	- Outdoor Education	- Outdoor Education	Learning
-Team building			- Outdoor Education			- Outdoor Education
- Pupil Voice						
-Decision Making						
- Independent						
Learning						
- Outdoor						
Education						
N. Assessment	Writing Evidence from unit	Writing Evidence from	Writing Evidence	Writing Evidence from	Writing Evidence from	Writing Evidence from
Pathway	Multi Media evidence	unit	from unit	unit	unit	unit
,	Independent Writing	Multi Media evidence	Multi Media	Multi Media evidence	Multi Media evidence	Multi Media evidence
	Cross Curricular Writing	Independent Writing	evidence	Independent Writing	Independent Writing	Independent Writing
	Outdoors/ Role Play	Cross Curricular Writing	Independent Writing	Cross Curricular Writing	Cross Curricular Writing	Cross Curricular
	Assessment Notes- Sticky labels	Outdoors/ Role Play	Cross Curricular	Outdoors/ Role Play	Outdoors/ Role Play	Writing
	Annotations on planning	Assessment Notes-	Writing	Assessment Notes-	Assessment Notes-	Outdoors/ Role Play
	Display	Sticky labels	Outdoors/ Role Play	Sticky labels	Sticky labels	Assessment Notes-
		Annotations on planning	Assessment Notes-	Annotations on	Annotations on planning	Sticky labels
		Display	Sticky labels	planning	Display.	Annotations on
		Display	Annotations on	Display	Diopidy.	planning
			planning	Display		Display.
			Display			Dispidy.
			nishiai			



Year Group 2	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
2 - Unit Title			·			
A. ADMAT Aims Link	Providing for children a safe, stimulating, caring but challenging learning environment.	Creating an enjoyable and creative curriculum that meets the learning needs of children.	Working positively with stakeholders and partners to provide an integrated educational experience for children and families.	Ensuring achievement gaps for disadvantaged children are addressed. Encouraging children's active participation in outdoor and sporting learning opportunities	Accelerating and sustaining children's progress towards higher achievement.	Ensuring children are equipped for the next phase of learning.
B. WHA Aims Link	Provide children with a broad, balanced, stimulating and relevant curriculum which allows children every opportunity to develop into healthy and well-adjusted individuals. Encourage children to be creative thinkers who adopt a sustainable approach to life and learning by becoming good global citizens.	Provide children with a broad, balanced, stimulating and relevant curriculum which allows children every opportunity to develop into healthy and well-adjusted individuals. Encourage children to be creative thinkers who adopt a sustainable approach to life and learning by becoming good global citizens.	Provide children with a broad, balanced, stimulating and relevant curriculum which allows children every opportunity to develop into healthy and welladjusted individuals. Encourage children to be creative thinkers who adopt a sustainable approach to life and learning by becoming good global citizens.	Provide children with a broad, balanced, stimulating and relevant curriculum which allows children every opportunity to develop into healthy and welladjusted individuals. Encourage children to be creative thinkers who adopt a sustainable approach to life and learning by becoming good global citizens.	Provide children with a broad, balanced, stimulating and relevant curriculum which allows children every opportunity to develop into healthy and well-adjusted individuals. Encourage children to be creative thinkers who adopt a sustainable approach to life and learning by becoming good global citizens.	Provide children with a broad, balanced, stimulating and relevant curriculum which allows children every opportunity to develop into healthy and well-adjusted individuals. Encourage children to be creative thinkers who adopt a sustainable approach to life and learning by becoming good global citizens.
C. SMSC Title	New beginnings	Getting On and Falling	Going for goals	Good to be me	Relationships	Changes

		Out				
D. SEAL	I know some more ways to calm	Say no to bullying	I can tell you	I know some things	I can tell when I feel	I know what it
	myself down when I feel scared or	I can tell you how	how I learn	that make me feel	cared for.	means when
	upset.	someone who is bullied	best.	relaxed and some that	I can tell when I love or	something is or
	I feel safe and content within my	feels.	I can learn from	make me feel	care for someone.	isn't your fault.
	class.	I know that when you	my successes.	stressed.	I understand that if	I know that I make
	I can help to make the class a safe	feel sad, it affects the	I can say what I	I can tell you when a	someone leaves me they	my own choices
	and fair place.	way you behave and	want to happen	feeling is weak and	might still love me.	about my
	I know what I have to do myself to	how you think.	when there is a	when it is strong.	I understand that people	behaviour.
	make the classroom and school a	I know what to do if I	problem (set a	I know what it feels	have to make hard	I can tell you what
	safe and fair place for everyone,	am bullied I can tell you	goal).	like to be relaxed.	choices and sometimes	a habit is and know
	and that it is not OK for other	what bullying is.	I can break a	I can be still and quiet	they have no choice.	that it is hard to
	people to make it unsafe or unfair.	I know some people in	goal down into	and relax my body.	I can share people I care	change one.
	I know that I belong to a	and out of school who I	small steps.	I know how to stand	about.	I can tell you about
	community.	could talk to if I was	I can choose a	up for myself.	I can talk about my	a plan I have made
	I know that I belong to a range of	feeling unhappy or	realistic goal.	I can tell when I am	feelings when I feel	with my class to
	communities (class/group).	being bullied.	I can recognise	being impulsive and	alone or when I have to	change something
	I feel good about my strengths.	I can tell you some ways	when I am	when I am thinking	share someone or	in our school.
	I feel good about the ways we are	in which I am the same	becoming	things through.	something that is	I can plan to
	similar in the group and the ways I	as and different from	bored or	I can change my	important to me.	overcome
	am different.	my friends.	frustrated.	behaviour if I stop and	I can tell you how I feel	obstacles that
	I know how to make someone feel	I am proud of the ways	I know some	think about what I am	when I lose someone or	might get in the
	welcome.	in which I am different.	ways to	doing.	something I care about.	way.
	I know some ways to solve a	I can be kind to children	overcome	I can tell when it is	I can talk about my	
	problem.	who are bullied.	boredom and	right to stand up for	feelings when I feel	
	I can sometimes tell if other people		frustration.	myself.	alone.	
	are feeling sad or scared and I	Getting on and falling	I can choose a	I can tell you the		
	know how to make people feel	out	realistic goal.	things I am good at		
	better.	I know that sometimes	I can break a	and those things I find		
	I can help to make my class a good	anger builds up and that	goal down into	more difficult.		
	place to learn.	I can be overwhelmed	small steps.	I know when and how		
	I can help to make the class a safe	by my feelings.	I can tell you	I learn best.		
	and fair place.	I know that people	what I have	I can show or tell you		
		don't always see things	learned.	what relaxed means.		
		in the same way.	I can tell you			
		I know what to say	what I might do			

		when someone gives	differently to			
		me a compliment.	learn more			
		I can make someone	effectively.			
		else feel good by giving	I can tell you			
			-			
		them a compliment.	why things have			
		I can see things from	been			
		someone else's point of	successful.			
		view.				
		I can use my ability to				
		see things from the				
		other point of view to				
		make a conflict situation				
		better.				
		I can decide with my				
		group about how well				
		we have worked				
		together.				
E. PSHE Skills	Safety Education	Anti-Bullying Education	Drugs	Emotional Health and	SRE	Whole School
	Recognise ways in which their own	Recognise and respond	Education	Well-Being	Begin to manage	Health Module
- Child	choices and behaviour affect	to a variety of emotions	Recognise ways	Express positive	feelings positively and	http://www.e-
Protection	others.	in themselves and	in which their	qualities about	effectively.	bug.eu/
-	Ask simple questions of a range of	others.	own choices	themselves.	Responding with	
Safeguarding	adults Show some responsibility for	Be able to express	and behaviour	Respond with	increasing confidence to	
- PREVENT	self and others in and out of	feelings in different	affect others.	increasing confidence	new people and	
- Risk	school.	ways and recognise the	Show some	to new people and	situations.	
Awareness		impact on others	responsibility	situations.	Make new friends and	
- Anti	Child Protection	Recognise unwanted	for self and	Recognise ways in	cope with loosing	
Bullying	Recognise potential risks to safety	influence and pressure	others in and	which their own	friends.	
- Behaviour	of self and others from people,	from friends particularly	out of school.	choices and behaviour	Take part in discussions	
	situations and in the environment.	in relation to smoking;	Respond with	affect others.	about matters relating	
	Recognise worth in others, and say	and exercise some basic	increasing	Agree rules for the	to their lives e.g. the	
	why someone is special to them.	techniques for resisting.	confidence to	group/classroom.	school environment,	
	Listen to the teacher and to a	Recognise their own	new people and	Show some	bullying.	
	friend.	and other people's	situations.	responsibility for self		
	Hold the attention of a listener.	feelings.		and others in and out		
	Ask simple questions of a range of	Recognise that actions	Whole School	of school.		

adults.	have consequences for	Health Module		
Show some responsibility for self	themselves and others.	http://www.e-	Healthy Eating	
and others in and out of school	Show care for others as	bug.eu/	Make simple choices	
	well as for themselves.		e.g. between foods.	
	Develop skills needed		Voices differences in	
Prevent	for relationships e.g.		opinion sensitively	
A Rich tapestry Key Stage One	listening, supporting,		and courteously, say	
	showing care.		sorry, thank you.	
http://www.preventforschools.org/	Put themselves in		Ask questions and talk	
index.php?category id=62	someone else's shoes		confidently with	
	e.g. people who are less		adults and peers	
	fortunate than them		about their thoughts	
	Resolve		and feelings Use	
	problems/conflicts		simple vocabulary for	
	democratically through		describing personal	
	discussion, using		effectiveness and	
	different approaches to		setting personal goals.	
	decision-making and		Recognise and	
	reaching consensus.		respond to a variety of	
			emotions themselves	
	Online Safety		and others, such as	
	http://www.thinkuknow		jealousy, anger and	
	.co.uk/		excitement.	
			Be able to express	
			feelings in different	
			ways and recognise	
			the impact on others.	
			Choose health options	
			in relations to food,	
			exercise, rest etc.	
			Recognise their own	
			and other people's	
			feelings.	
			Recognise that actions	
			have consequences	
			for themselves and	

				others.		
				Put themselves into		
				their parents' shoes.		
				Show care for others		
				as well as themselves		
F. PSHE	Safety Education	Anti-Bullying Education	Drugs	Emotional Health and	SRE	Whole School
Knowledge	Know places that are safe, where	Know what we do that	Education	Well-Being	Know that people have	Health Module
Kilowieuge	to get help and the people in their	makes each other	Know the	Know some of the	things in common but	http://www.e-
- Child	community that can help them.			things, which can	_	
- Cilia Protection	Know the people who look after	happy, sad and cross, and what helps and	people who look after them	cause different	that every individual is	bug.eu/
Protection	them and their different roles and	what hinders	and their	emotions.	unique. Understand how to be a	
- Cofosuordins			different roles		friend and that	
Safeguarding	responsibilities.	friendships.		Know what they are		
- PREVENT	Know the world immediately	Understand that rights	and	good at.	friendships can change. Know the different	
- Risk	around them including local	bring responsibilities at	responsibilities.	Know when to keep a		
Awareness	services, e.g. library, leisure centre,	home, at school and in	Know what	secret and when to	groups to which they	
- Anti	museum etc.	the community.	bullying is and	tell.	belong e.g. family,	
Bullying	Know about the jobs of adults in		what to do if	Know that there are	friends, school	
- Behaviour	the classroom, school and around	Online Safety	they experience	similarities and		
	them.	http://www.thinkuknow	or see bullying.	differences between		
		.co.uk/	Know about the	people cultural		
	Child Protection		jobs of adults in	background etc.		
	Know when to keep a secret and		the classroom,	Understand that boys		
	when to tell.		school and	and girls can both do		
	Know the people who look after		around them.	the same tasks and		
	them and their different roles and		Know what	enjoy the same things.		
	responsibilities.		improves and	Know what bullying is		
	Know the different groups to which		harms their	and what to do if they		
	they belong e.g. family, friends,		local	experience or see		
	and school.		environment	bullying.		
			and how they	Understand that		
	Emergency Life Support		can look after	people have needs.		
	https://www.bhf.org.uk/		it.	Know that all people		
	publications/children-and-young-		Know about	have the same basic		
	people/artie-beat-lifesavers		shops, services	needs, and the		
			and advertising	difference between		
	Prevent		and what they	needs and wants.		

A B' 1		
A Rich tapestry Key Stage One	do for us; know	
	that they have	Healthy Eating
http://www.preventforschools.org/	to pay for what	Know that there are
index.php?category_id=62	they buy.	similarities and
		differences between
	Whole School	people Cultural
	Health Module	background etc.
	http://www.e-	Know the people who
	bug.eu/	look after them and
		their different roles
		and responsibilities
		Know the choices
		open to them e.g. in
		food.
		Know that all people
		have the same basic
		needs, and the
		difference between
		needs and wants.
		Know what is special
		about them: abilities,
		interests, strengths
		and weaknesses.
		Know that puberty
		brings changes in
		emotions.
		Know ways of coping
		with difficult
		emotions, fears and
		worries.
		Know how their
		strengths can help a
		group to perform a
		task.
		Know what makes
		them feel happy and

	positive about life; the
	influence of exercise,
	leisure, relationships
	on mental health.
	Know what we do that
	makes each other
	happy, sad and cross
	and what helps and
	what hinders
	friendships.
	Know about bullying,
	why it happens, and
	its effects on people,
	how to deal with it
	and how to stop it
	happening.
	Understand how
	media messages affect
	attitudes and can
	cause inequality of
	opportunity.
	Know sources of help,
	including helplines
	when facing problems.
	Understand why
	school rules are made
	and the consequences
	of breaking them;
	relate this to simple
	knowledge about the
	law and understand
	that rules and laws are
	designed to protect.
	Understand that rights
	bring responsibilities
	at home, at school and

				in the community.		
G. PSHE	Safety Education	Anti-Bullying Education	Drugs	Emotional Health and	SRE	Whole School
Attitudes	Care about keeping themselves and	Respect other people's	Education	Well-Being	Develop confidence	Health Module
and Values	others safe.	feelings, decisions,	Care about	Develop confidence	when expressing	http://www.e-
	Begin to accept everyone as an	rights and bodies.	keeping	when expressing	opinions about things	bug.eu/
- Child	individual.	Consider why honesty,	themselves and	opinions about things	that matter to them.	
Protection	Respect other people's needs,	loyalty, understanding	others safe.	that matter to them.	Think about what	
-	feelings and opinions Be willing to	and respect are	Be proud of	Recognise their	responsibility means.	
Safeguarding	care for others.	important in	who they are	uniqueness, feel good	Consider the value of	
PREVENT	Think about their responsibilities to	relationships.	and understand	about them and be	being a friend and	
- Risk	their friends, class and family.	Appreciate that	that difference	proud of their	having friends.	
Awareness	,	similarities and	does not mean	achievements.	Be proud of who they	
- Anti	Child Protection	differences between	better or worse.	Be proud of who they	are and understand that	
Bullying	Be willing to care for others.	people are the result of	Be willing to	are and understand	difference does not	
- Behaviour	Begin to accept everyone as an	many factors Consider	care for others.	that difference does	mean better or worse.	
	individual.	their developing		not mean better or	Consider the value of	
	Respect other people's needs,	responsibilities at	Whole School	worse.	being part of different	
	feelings and opinions.	school, with friends and	Health Module	Value other people's	groups and	
	Care about keeping themselves and	within the family	http://www.e-	achievements.	communities.	
	others safety.	,	bug.eu/	Respect others needs		
	•	Online Safety		and feelings.		
	Prevent	http://www.thinkuknow		Be willing to care for		
	A Rich tapestry Key Stage One	.co.uk/		others.		
				Think about what trust		
	http://www.preventforschools.org/			and reliability mean		
	index.php?category_id=62			·		
				Healthy Eating		
				Think about what is		
				important to them in		
				making choices.		
				Enjoy life at school,		
				acting confidently and		
				appropriate.		
				Have realistic		
				aspirations when		

		target setting.	
		Look forward	
		confidently to the	
		transition to	
		secondary school.	
		Appreciate the	
		importance of taking	
		responsibility for	
		themselves and their	
		behaviour.	
		Respect their own and	
		others bodies.	
		Consider the value of	
		keeping healthy and	
		different attitudes to	
		health and illness.	
		Accept responsibility	
		for personal	
		cleanliness.	
		Develop a positive	
		approach and self-	
		motivation towards	
		personal safety and	
		risk-taking.	
		Respect other	
		peoples, decisions,	
		rights and bodies.	
		Consider why honesty,	
		loyalty, understanding	
		and respect are	
		important in	
		relationships.	
		Appreciate home,	
		school and community	
		values.	
		Be honest.	
1			

		Value their identity	
		and background and	
		those of others.	
H.	Taking Part –		
Citizenship	developing skills of		
•	participation and		
	communication		
	o to understand what is		
	involved in effective		
	listening to listen to		
	and respond to others		
	o to take part in setting		
	ground rules for the		
	playground		
	o to develop skills of		
	discussion,		
	negotiation and		
	cooperation in a		
	group		
	o to take turns in		
	discussions and take		
	different views into		
	account		
	o to express opinions		
	about a real-life issue		
	o to recognise that		
	there can be		
	conflicting views and		
	a need to		
	compromise when		
	making a decision		
	o to take part in making		
	a decision on a class		
	or school issue		
	o about choices that		
	they can make in		

solving problems
o to develop their
understanding of the
difference between
right and wrong
to use drama to explore
ways of dealing with
issues
Choices
o to recognise that they
can make choices
o the difference
between right and
wrong
o what they like and
dislike
o what is fair and unfair
o to share their
opinions on matters
that are important to
them
o to take part in
discussions with one
other person and the
whole class
o to resolve differences
by looking at
alternatives, making
decisions and
explaining choices
o about strategies for
making informed
decisions
o to consider
alternatives, make

decisions and explain		
their choices		
o about rights and		
responsibilities when		
making decisions		
o about different		
influences that can		
affect choices		
o to discuss their views		
and communicate		
with others		
o that pressure to		
behave in an		
unacceptable way can		
come from a variety		
of sources, including		
people they know		
o that peer influence		
can be positive as well		
as negative		
o about different types		
of advert		
o that our resources are		
limited and we need		
to make choices		
o to understand that		
text on the same topic		
may contain different		
information, and to		
distinguish between		
fact and opinion		
o to evaluate how the		
media present		
information to their		
target audience		
o how choices affect us,		

		other people and the				
		environment				
		o to investigate and				
		consider alternatives				
		when making an				
		informed choice				
		o about the				
		responsibility involved				
		in making choices				
I. Values and	Create challenge	Create challenge	<u>Create</u>	Create challenge	Create challenge	Create challenge
behaviours.	Resilience	Resilience	<u>challenge</u>	Resilience	Resilience	Resilience
	Tenacity	Tenacity	Resilience	Tenacity	Tenacity	Tenacity
	Perseverance	Perseverance	Tenacity	Perseverance	Perseverance	Perseverance
	Motivation	Motivation	Perseverance	Motivation	Motivation	Motivation
	<u>Citizenship</u>	<u>Citizenship</u>	Motivation	<u>Citizenship</u>	<u>Citizenship</u>	<u>Citizenship</u>
	Respect	Respect	Citizenship	Respect	Respect	Respect
	Active voice	Active voice	Respect	Active voice	Active voice	Active voice
	<u>Community</u>	<u>Community</u>	Active voice	Community	<u>Community</u>	Community
	Responsible	Responsible	Community	Responsible	Responsible	Responsible
	Proud	Proud	Responsible	Proud	Proud	Proud
	Independent	Independent	Proud	Independent	Independent	Independent
	Community awareness	Community awareness	Independent	Community awareness	Community awareness	Community
	<u>Creative</u>	<u>Creative</u>	Community	<u>Creative</u>	<u>Creative</u>	awareness
	Global citizens	Global citizens	awareness	Global citizens	Global citizens	<u>Creative</u>
	Flourish	Flourish	<u>Creative</u>	Flourish	Flourish	Global citizens
	Thrive	Thrive	Global citizens	Thrive	Thrive	Flourish
			Flourish			Thrive
			Thrive			
J.	12/13/26/27/31/410/41/42	12/11/19	17/28/29/30/33	6/7/8/14/15/16/23/24	3/4/5/9/10/18/20/21/22	32/34/36/37/38/39
UNICEF/Pupil						
Charter Links						
K. British	Enable students to acquire a broad	Further tolerance and	An appreciation	Enable students to	Encourage respect for	Enable students to
Values Link	general knowledge of and respect	harmony between	that living	develop their self-	democracy and support	distinguish right
	for public institutions and services	different cultural	under the rule	knowledge, self-	for participation in the	from wrong and to
	in England;	traditions by enabling	of law protects	esteem and self-	democratic processes,	respect the civil

	An understanding of how citizens	students to acquire an	individual	confidence.	including respect for the	and criminal law of
	can influence decision-making	appreciation of and	citizens and is	Encourage students to	basis on which the law is	England;
	through the democratic process.	respect for their own	essential for	accept responsibility	made and applied in	Liigiana,
	An understanding that the freedom	and other cultures.	their wellbeing	for their behaviour,	England.	
	to choose and hold other faiths and	Encourage respect for	and safety.	show initiative, and to	An understanding that	
	beliefs is protected in law.	other people.	An	understand how they	there is a separation of	
	An acceptance that other people	other people.	understanding	can contribute	power between the	
	having different faiths or beliefs to		of the	positively to the lives	executive and the	
	oneself (or having none) should be		importance of	of those living and	judiciary, and that while	
	accepted and tolerated, and should		identifying and	working in the locality	some public bodies such	
	not be the cause of prejudicial or		combatting	of the school and to	as the police and the	
	discriminatory behaviour.		discrimination.	society more widely.	army can be held to	
	discriminatory benaviour.		discrimination.	Society more widely.	account through	
					Parliament, others such	
					as the courts maintain	
					independence;	
L. British	• include in suitable parts of the curr	iculum as annronriato for t	he ago of punils m	atorial on the strongths a		os of domocracy and
Values:	how democracy and the law works in					
Linked	voice that is listened to, and demonst		_		· ·	
	voted for by the pupils; • use opporti			=		
examples across the				-		•
school	pupils with the opportunity to learn hunderstand a range of faiths, and • co					
			_			
M. Cross– Curricular	- Character Building - Wild Tribe	- Character Building - Wild Tribe	- Character	- Character Building - Wild Tribe	- Character Building - Wild Tribe	- Character Building - Wild Tribe
			Building			
Links	- Residential	- Residential	- Wild Tribe	- Residential	- Residential	- Residential
- Character	- Team Building	- Team Building	- Residential	- Team Building	- Team Building	- Team Building
Building - Wild Tribe	- Pupil Voice - Decision Making	- Pupil Voice - Decision Making	- Team Building - Pupil Voice	- Pupil Voice - Decision Making	- Pupil Voice - Decision Making	- Pupil Voice - Decision Making
- Wild Tribe - Residential	_		- Decision	- Independent	,	
	- Independent Learning	- Independent Learning		•	- Independent Learning	- Independent
- Team	- Outdoor Education	- Outdoor Education	Making	Learning Outdoor Education	- Outdoor Education	Learning
Building			- Independent	- Outdoor Education		- Outdoor
- Pupil Voice			Learning			Education
- Decision			- Outdoor			
Making			Education			
- Indonender-t						
Independent						

Learning - Outdoor Education						
N. Assessment	Writing Evidence from unit Multi Media evidence	Writing Evidence from unit	Writing Evidence from	Writing Evidence from unit	Writing Evidence from unit	Writing Evidence from unit
Pathway	Independent Writing Cross Curricular Writing Outdoors/ Role Play Assessment Notes- Sticky labels Annotations on planning Display.	Multi Media evidence Independent Writing Cross Curricular Writing Outdoors/ Role Play Assessment Notes- Sticky labels Annotations on planning Display.	unit Multi Media evidence Independent Writing Cross Curricular Writing Outdoors/ Role Play Assessment Notes- Sticky labels Annotations on planning Display.	Multi Media evidence Independent Writing Cross Curricular Writing Outdoors/ Role Play Assessment Notes- Sticky labels Annotations on planning Display.	Multi Media evidence Independent Writing Cross Curricular Writing Outdoors/ Role Play Assessment Notes- Sticky labels Annotations on planning Display.	Multi Media evidence Independent Writing Cross Curricular Writing Outdoors/ Role Play Assessment Notes- Sticky labels Annotations on planning Display.

Year Group 3	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Unit title						
A. ADMAT Aims Link	Providing for children a safe, stimulating, caring but challenging learning environment.	Working positively with stakeholders and partners to provide an integrated educational experience for children and families.	Creating an enjoyable and creative curriculum that meets the learning needs of children.	Accelerating and sustaining children's progress towards higher achievement. Encouraging children's active participation in outdoor and sporting learning opportunities.	Ensuring achievement gaps for disadvantaged children are addressed.	Ensuring children are equipped for the next phase of learning.
B. WHA Aims Link	Provide children with a broad, balanced, stimulating and relevant curriculum which allows children every opportunity to develop into healthy and well-adjusted individuals. Encourage children to be creative thinkers who adopt a sustainable approach to life and learning by becoming good global citizens.	Provide children with a broad, balanced, stimulating and relevant curriculum which allows children every opportunity to develop into healthy and welladjusted individuals. Encourage children to be creative thinkers who adopt a sustainable approach to life and learning by becoming good global citizens.	Provide children with a broad, balanced, stimulating and relevant curriculum which allows children every opportunity to develop into healthy and well-adjusted individuals. Encourage children to be creative thinkers who adopt a sustainable approach to life and learning by becoming good global citizens.	Provide children with a broad, balanced, stimulating and relevant curriculum which allows children every opportunity to develop into healthy and well-adjusted individuals. Encourage children to be creative thinkers who adopt a sustainable approach to life and learning by becoming good global citizens.	Provide children with a broad, balanced, stimulating and relevant curriculum which allows children every opportunity to develop into healthy and welladjusted individuals. Encourage children to be creative thinkers who adopt a sustainable approach to life and learning by becoming good global citizens.	Provide children with a broad, balanced, stimulating and relevant curriculum which allows children every opportunity to develop into healthy and well-adjusted individuals. Encourage children to be creative thinkers who adopt a sustainable approach to life and learning by becoming good global citizens.
C. SMSC Title	New beginnings	Getting On and Falling Out	Going for goals	Good to be me	Relationships	Changes
D.SEAL	I know something about everyone in my class. I can tell you one special thing about me.	Say no to bullying I can tell you what bullying is. I know what it means to	I can tell you about myself as a learner. I can set success criteria so that I will	I know about myself and how I learn. I can extend my learning.	I can tell you how I can make someone who is important to me happy. I can express feelings of	I know that change can be really good and can tell you about some changes that

I can give and accept a compliment. I know something about everyone in my class.

I can tell you one special thing about me.

I know that I am valued at school. I can contribute towards making a class charter.

I understand my rights and responsibilities in the school. I understand why we need to have different rules in different places and know what the rules are in school.

I know how it feels to do or start something new, and some ways to cope with these feelings.

I know how it feels to be happy, sad, scared or excited, and can usually tell if other people are feeling these emotions.

I can manage my feelings, and can usually find a way to calm myself down when necessary.

I know some ways to solve a problem.

I know how to make someone feel welcome and valued at school.
I know that I belong to a community.

I know what I have to do myself to make the classroom and school a safe and fair place for everyone, and that it is not OK for other people to make it unsafe or unfair be a witness to bullying. I know that witnesses can make the situation better or worse by what they do.

I know how it might feel to be a witness to and a target of bullying. I can tell you why witnesses sometimes join in with bullying or don't tell.

I can tell you some ways of helping to make someone who is bullied feel better.

I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I am not sure.
I can problem solve a bullying situation with

I can problem solve a bullying situation with others.

Getting on and falling out

I know how to: look and sound friendly; be a good listener (taking turns); give and receive compliments; see things from someone else's point of view.
I know: what my triggers for anger are; how our bodies change when we start to get angry; some ways to calm down when I start

know whether I have reached my goal. I can break down a goal into a number of steps and wait for the result. I can identify advantages and disadvantages of the solutions or goals I set myself. I can foresee obstacles and plan to overcome them when I am setting goals. I can predict the consequences of my actions/solutions or goals for myself, other individuals or groups. I can manage frustration by using a number of

I can tell you what feeling surprised is like. I can tell you whether I like surprises or I like things to stay the same. I can choose to act assertively. I know how to be assertive. I can think about my worries and decide what I might do about them. I can tell when I should share a worry. I know that most people have worries. I can relax when I want to. I can tell when it is good to relax.

guilt. I can tell you some ways to make amends if I have done something cruel or unkind. I can tell when I feel ashamed about something. I know when to tell someone about it. I can say when I might feel guilty. I can tell you some ways to make amends. I know some things to do when I feel guilty. I can tell when something is my fault and when something is not my fault. I can take responsibility for what I choose to do. I know how to make a good choice. I can take responsibility for what I choose to do. I know when I will feel guilty and use this when I make a choice. I can tell you the things that hurt my feelings. I can understand how I might hurt others.

have made our lives much better. I know that everybody goes through many different sorts of change all the time. I can tell you about some of the things that have changed in my life, and how I feel about them. I know that even changes we want to happen can sometimes feel uncomfortable. I know some ways of dealing with the feelings that sometimes arise from changes. I can tell you about a plan I have made to change something about my behaviour. I can think about and plan to overcome obstacles.

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strategies.

behaviour.

the result.

others.

I know that I am

responsible for my

I can break down a

goal into a number

I know how others

I can tell you what

achieve my goals and how I can help

can help me to

of steps and wait for

own learning and

		feeling angry. I can use peaceful problem solving to sort out difficulties. I can tell you what a 'win-win' solution is and always try to find one in a conflict situation.	has gone wrong with a plan and why. I can talk about the bits that went well and the bits that I need to change if I used my plan again. I can recognise when I have reached my goal or been successful with my learning. I can predict the consequences of my actions/solutions or goals for myself other individuals or groups. I can make a choice about what to do based upon my predictions of the likely consequences			
E. PSHE Skills	Safety Education	Anti-Bullying Education	Drugs Education	Emotional Health and	SRE	Whole School Health
	Show care for others as well as for	Ask questions and talk	Recognise the need	Well Being	Ask questions and talk	Module
- Child Protection	themselves.	confidently with adults	to ask for support	Use simple vocabulary	confidently with adults	http://www.e-
- Safeguarding	Treat animals with care and	and peers about their	sometimes, and	for describing personal	and peers about their	bug.eu/
- PREVENT	sensitivity.	thoughts and feelings.	whom to ask and	effectiveness and	thoughts and feelings.	
- Risk Awareness	Contribute to decision-making in a	Express positive things	how.	setting personal goals.	Recognise the need to	
- Anti Bullying	small group e.g. setting rules for	about themselves and	.Choose healthy	Show care for others as	ask for support	
- Behaviour	the class and the school.	others. Recognise the need to	options in relation to food, exercise, and	well as themselves. Treat animals with care	sometimes, and whom to ask and how.	
Denaviour	Child Protection	ask for support	rest e.g.	and sensitivity.	Show care for others as	
	Put themselves in someone else's	sometimes, and whom	Contribute to	Demonstrate tolerance	well as for themselves.	
	shoes e.g. people who are less	to ask and how.	decisions-making in	and respect for others.	Initiative friendships.	
	fortunate than them	Respond assertively to	a small group e.g.	Contribute to decision-	Be able to express	
	Recognise the need to ask for	teasing and bullying.	setting rules for the	making in a small	feelings in different ways	
	support sometimes, and whom to	Demonstrate tolerance	class and the school.	group e.g. setting rules	and recognise the	
	ask and how.	and respect for others.	Put themselves in	for the class and the	impact on others.	
			someone else's	school.		

	Prevent	Online Safety	shoos o g noonlo			1
		-	shoes e.g. people	Haalth., Fating		
	Everyone has a Right Key Stage	http://www.thinkuknow	who are less	Healthy Eating		
	Two	<u>.co.uk/</u>	fortunate than them.	Ask questions and talk		
	1 //			confidently with adults		
	http://www.preventforschools.org/		Whole School	and peers about their		
	index.php?category_id=62		Health Module	thoughts and feelings.		
			http://www.e-	Recognise their own		
			bug.eu/	and other people's		
				feelings.		
F. PSCHE	Safety Education	Anti-Bullying Education	Drugs Education	Emotional Health and	SRE	Whole School Health
Knowledge	Know sources of help, including	Know how to deal with	Know about a range	Well Being	Know what we do that	Module
	helplines when facing problems.	friendship problems.	of legal drugs	Know how to deal with	makes each other	http://www.e-
- Child Protection		Know sources of help,	encountered in	friendship problems.	happy, sad and cross,	bug.eu/
	Child Protection	including helplines,	everyday life	Know about bullying,	and what helps and	
- Safeguarding	Know sources of help, including	when facing problems.	including over-the-	why it happens, and its	what hinders	
- PREVENT	helplines, when facing problems.		counter drugs such	effects on people, how	friendships.	
- Risk Awareness		Online Safety	as aspirin, drugs	to deal with it and how	Know sources of help	
- Anti Bullying	Emergency Life Support	http://www.thinkuknow	prescribed as	to stop it happening.	when facing problems	
- Behaviour	http://www.sja.org.uk/sja/	.co.uk/	medicines, as well as	Know sources of help,	including helplines.	
	schools.aspx		tea, coffee, tobacco	including helplines		
			and alcohol, and	when facing problems.		
	Prevent		have some			
	Everyone has a Right Key Stage		understanding of	Healthy Eating		
	Two		their effects and	,		
	1.110		their associated	Know some of the		
	http://www.preventforschools.org/		risks.	options open to them		
	index.php?category_id=62		Know school	in developing a healthy		
	index.prip.edtegory_id=02		rules/safety rules	lifestyle now and in the		
			relating to	future.		
			medicines, alcohol,	Tuture.		
			tobacco, solvents			
			and illegal drugs;			
			know that discarded			
			syringes and needles			
			can be dangerous.			
			Whole School			
			Health Module			
			http://www.e-			
			bug.eu/			

G. PSHE Attitudes and Values - Child Protection - Safeguarding - PREVENT - Risk Awareness - Anti Bullying - Behaviour	Safety Education Respect their own and others' bodies. Child Protection Appreciate the importance of taking responsibility for themselves and their behaviour. Prevent Everyone has a Right Key Stage Two http://www.preventforschools.org/index.php?category_id=62	Anti Bullying Education Respect their own and others bodies. Consider why it is wrong for children to be bullied or abused by other children or adults. Be honest Online Safety http://www.thinkuknow .co.uk/	Drugs Education Respect their own and others' bodies. Consider the value of keeping healthy and different attitudes to health and illness Respect other people's feelings, decisions, rights and bodies. Value diversity of lifestyles, and the choices made within them. Whole School Health Module http://www.e- bug.eu/	Emotional Health and Well Being Enjoy life at school, acting confidently and appropriate. Have realistic aspirations when target setting. Healthy Eating Respect their own and other's bodies.	SRE Respect their own and others' bodies.	Whole School Health Module http://www.e- bug.eu/
H. Citizenship		Developing our school grounds o to develop their role as members of the school and the wider community o to discuss issues with their class o about how democratically elected individuals can represent the views of many people o to reflect on and talk about what they like and dislike o to record key				

geographical features		
on an outline map		
o to consult with the		
school community,		
working in groups		
o about the importance		
of consultation and		
listening to other		
people's views		
o to generate and		
explore ideas		
o to communicate their		
ideas to others		
o about the costs and		
limitations of		
different plans		
o about their		
expectations for		
change, and the		
complexities of the		
project		
o to compare and		
contrast their original		
ideas and		
expectations with the		
eventual outcome(s)		
o to engage in group		
discussions for a wide		
range of purposes		
o to reflect on how		
they contributed to		
and participated in		
the project		
Respect for property		
o that stealing is wrong		
o that victims of crime		
may be affected in a		
number of ways		
namber of ways		

o to use their		
imagination to		
understand the		
experiences of others		
o to consider the		
consequences of		
shoplifting		
o about different		
crimes and the		
consequences of		
crime		
o to consider the		
consequences of lack		
of respect for school		
property		
o to respect property in		
the community		
o to reflect on the		
consequences of		
vandalism for		
different members of		
the community		
o about how resources		
are used and the		
implications for		
individuals and		
communities		
o about the need to		
respect property in		
the community		
o about the		
consequences for the		
community if		
property is vandalised		
o about resources and		
the way these are		
used and the		
implications for		
individuals and		
communities	 	

		o to devise enquiry				
		questions to				
		investigate the use of				
		buildings in the				
		community				
		o about the local				
		planning process o about the importance				
		of consultation with				
		different members of				
		the community about				
		community issues				
		o about local council				
		priorities and				
		decision-making				
		o to engage in group				
		discussions for a				
		range of purposes				
		range of purposes				
I. Values and	Create challenge	Create challenge	Create challenge	Create challenge	Create challenge	Create challenge
behaviours	Resilience	Resilience	Resilience	Resilience	Resilience	Resilience
	Tenacity	Tenacity	Tenacity	Tenacity	Tenacity	Tenacity
	Perseverance	Perseverance	Perseverance	Perseverance	Perseverance	Perseverance
	Motivation	Motivation	Motivation	Motivation	Motivation	Motivation
	<u>Citizenship</u>	<u>Citizenship</u>	<u>Citizenship</u>	<u>Citizenship</u>	<u>Citizenship</u>	<u>Citizenship</u>
	Respect	Respect	Respect	Respect	Respect	Respect
	Active voice	Active voice	Active voice	Active voice	Active voice	Active voice
	<u>Community</u>	<u>Community</u>	<u>Community</u>	<u>Community</u>	<u>Community</u>	<u>Community</u>
	Responsible	Responsible	Responsible	Responsible	Responsible	Responsible
	Proud	Proud	Proud	Proud	Proud	Proud
	Independent	Independent	Independent	Independent	Independent	Independent
	Community awareness	Community awareness	Community	Community awareness	Community awareness	Community
	Creative	<u>Creative</u>	awareness	Creative	<u>Creative</u>	awareness
	Global citizens	Global citizens	<u>Creative</u>	Global citizens	Global citizens	<u>Creative</u>
	Flourish	Flourish	Global citizens	Flourish	Flourish	Global citizens
	Thrive	Thrive	Flourish	Thrive	Thrive	Flourish
	42/42/26/27/24/40/44/42	12/11/10	Thrive	C 7 0 4 4 5 4 C 2 2 2 4	2/4/5/0/40/40/20/24/22	Thrive
J. UNICEF/Pupil	12/13/26/27/31/40/41/42	12/11/19	17/28/29/30/33	6/7/8/14/15/16/23/24	3/4/5/9/10/18/20/21/22	32/34/36/37/38/39
Charter Links						
K. British Values	Enable students to acquire a broad	Further tolerance and	An appreciation that	Enable students to	Encourage respect for	Enable students to

Link	general knowledge of and respect for public institutions and services in England. An understanding of how citizens can influence decision-making through the democratic process; an understanding that the freedom to choose and hold other faiths and beliefs is protected in law. An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.	harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures. Encourage respect for other people.	living under the rule of law protects individual citizens and is essential for their wellbeing and safety. An understanding of the importance of identifying and combatting discrimination.	develop their self-knowledge, self-esteem and self-confidence. Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.	democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England. An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence.	distinguish right from wrong and to respect the civil and criminal law of England.
L. British Values: Linked examples across the school	• include in suitable parts of the curri democracy and the law works in Brita listened to, and demonstrate how de use opportunities such as general or to argue and defend points of view; • extra-curricular activity, including any	ain, in contrast to other form mocracy works by actively plocal elections to hold mock use teaching resources fro	ns of government in othe promoting democratic pro- celections to promote furm m a wide variety of sour	er countries; • ensure that rocesses such as a school co indamental British values a ces to help pupils understa	nges and disadvantages of de all pupils within the school houncil whose members are we nd provide pupils with the o	nave a voice that is roted for by the pupils; • pportunity to learn how
M. Cross- Curricular Links - Character Building - Wild Tribe - Residential - Team building - Pupil Voice - Decision Making - Independent Learning - Outdoor Education	- Character Building - Wild Tribe - Residential - Team Building - Pupil Voice - Decision Making - Independent Learning - Outdoor Education	- Character Building - Wild Tribe - Residential - Team Building - Pupil Voice - Decision Making - Independent Learning - Outdoor Education	- Character Building - Wild Tribe - Residential - Team Building - Pupil Voice - Decision Making - Independent Learning - Outdoor Education	- Character Building - Wild Tribe - Residential - Team Building - Pupil Voice - Decision Making - Independent Learning - Outdoor Education	- Character Building - Wild Tribe - Residential - Team Building - Pupil Voice - Decision Making - Independent Learning - Outdoor Education	- Character Building - Wild Tribe - Residential - Team Building - Pupil Voice - Decision Making - Independent Learning - Outdoor Education

N. Assessment	Writing Evidence from unit	Writing Evidence from	Writing Evidence	Writing Evidence from	Writing Evidence from	Writing Evidence
Pathway	Multi Media evidence	unit	from unit	unit	unit	from unit
,	Independent Writing	Multi Media evidence	Multi Media	Multi Media evidence	Multi Media evidence	Multi Media evidence
	Cross Curricular Writing	Independent Writing	evidence	Independent Writing	Independent Writing	Independent Writing
	Outdoors/ Role Play	Cross Curricular Writing	Independent Writing	Cross Curricular	Cross Curricular Writing	Cross Curricular
	Assessment Notes- Sticky labels	Outdoors/ Role Play	Cross Curricular	Writing	Outdoors/ Role Play	Writing
	Annotations on planning	Assessment Notes-	Writing	Outdoors/ Role Play	Assessment Notes-	Outdoors/ Role Play
	Display.	Sticky labels	Outdoors/ Role Play	Assessment Notes-	Sticky labels	Assessment Notes-
		Annotations on	Assessment Notes-	Sticky labels	Annotations on planning	Sticky labels
		planning	Sticky labels	Annotations on	Display.	Annotations on
		Display.	Annotations on	planning		planning
			planning	Display.		Display.
			Display.			

Year Group 4	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Unit title						
A. ADMAT Aims Link	Providing for children a safe, stimulating, caring but challenging learning environment.	Encouraging children's active participation in outdoor and sporting learning opportunities.	Creating an enjoyable and creative curriculum that meets the learning needs of children. Working positively with stakeholders and partners to provide an integrated educational experience for children and families.	Accelerating and sustaining children's progress towards higher achievement.	Ensuring achievement gaps for disadvantaged children are addressed.	Ensuring children are equipped for the next phase of learning.
B. WHA Aims Link	Provide children with a broad, balanced, stimulating and relevant curriculum which allows children every opportunity to develop into healthy and well-adjusted individuals. Encourage children to be creative thinkers who adopt a sustainable approach to life and learning by becoming good global citizens	Provide children with a broad, balanced, stimulating and relevant curriculum which allows children every opportunity to develop into healthy and welladjusted individuals. Encourage children to be creative thinkers who adopt a sustainable approach to life and learning by becoming good global citizens	Provide children with a broad, balanced, stimulating and relevant curriculum which allows children every opportunity to develop into healthy and well-adjusted individuals. Encourage children to be creative thinkers who adopt a sustainable approach to life and learning by becoming good global citizens	Provide children with a broad, balanced, stimulating and relevant curriculum which allows children every opportunity to develop into healthy and well-adjusted individuals. Encourage children to be creative thinkers who adopt a sustainable approach to life and learning by becoming good global citizens	Provide children with a broad, balanced, stimulating and relevant curriculum which allows children every opportunity to develop into healthy and welladjusted individuals. Encourage children to be creative thinkers who adopt a sustainable approach to life and learning by becoming good global citizens	Provide children with a broad, balanced, stimulating and relevant curriculum which allows children every opportunity to develop into healthy and well-adjusted individuals. Encourage children to be creative thinkers who adopt a sustainable approach to life and learning by becoming good global citizens

C. SMSC Title	New beginnings	Getting on and	Going for goals	Good to be me	Relationships	Changes
		Falling out				
D.SEAL	I know how to make someone feel	Say no to bullying	I can tell you about	I can tell you the things	I can tell you how I feel	I can tell you how I
	welcomed and valued at school.	I can tell you what	myself as a learner.	I am good at.	about the important	would feel if a change
	I know what it feels like to be	bullying is.	I can use my	I can recognise when I	people or animals in my	that I didn't want to
	unwelcome.	I know what it means to	strengths as a	find something difficult	life.	happen was imposed
	I can use the problem-solving	be a witness to bullying.	learner.	and do something	I know how most people	on me.
	process to solve a problem.	I know that witnesses	I know what I need	about it or cope with	feel when they lose	I know some of the
	I can contribute towards making a	can make the situation	to do to learn	how that makes me	something or someone	reasons that change
	class charter.	better or worse by what	effectively.	feel.	they love.	can feel
	I understand my rights and	they do.	I know that I am	I can explain what	I know some ways to	uncomfortable and
	responsibilities in the school.	I know how it might feel	responsible for my	hopeful and	celebrate the life of	scary.
	I understand why we need to have	to be a witness to and a	own learning.	disappointed mean.	someone I care about.	I can tell you how it
	different rules in different places	target of bullying.	I can identify some	I can use strategies to	I can tell you about	feels to belong to a
	and know what the rules are in	I can tell you why	barriers to my	help me cope with	someone that I no	group, and know it is
	school.	witnesses sometimes	learning.	feelings of	longer see.	important for
	I know how to make someone feel	join in with bullying or	I know how my	disappointment and	I understand that we can	everyone.
	welcomed and valued at school.	don't tell.	feelings can	feelings of	remember people even	I know that what we
	I know what it feels like to be	I can tell you some ways	influence my	hopelessness.	if we no longer see	feel and think affects
	unwelcome.	of helping to make	learning.	I can choose when to	them.	what we do (how we
	I know how to join a group.	someone who is bullied	I can tell you how I	show my feelings and		behave).
	I can predict how I am going to feel	feel better.	am going to apply	when to hide them.		I can tell you why I
	in a new situation or meeting new	I know that sometimes	what I have learned.	I can tell if I have		behave as I do when I
	people.	bullying is hard to spot	I can identify some	hidden my feelings.		am finding a change
	I can manage my feelings, and can	and I know what to do if	barriers to my	I can express myself		difficult.
	usually find a way to calm myself	I think it is going on but	learning.	assertively in a variety		I can sometimes
	down when necessary.	I am not sure.	I can think of ways	of ways.		understand why other
	I know that I belong to a	I can problem solve a	to overcome	I can recognise when I		people are behaving
	community.	bullying situation with	barriers to my	am beginning to get		as they are when they
	I know what I have to do myself to	others.	learning.	upset or angry and		are finding a change
	make the classroom and school a		I can set success	have some ways to		difficult.
	safe and fair place for everyone,	Getting on and falling	criteria so I will	calm down.		I know some ways of
	and that it is not OK for other	out	know whether I	I understand why we		dealing with the
	people to make it unsafe or unfair.	I can tell you lots of	have reached my	sometimes fight or run		feelings that
		ways to give 'friendship	goal.	away when we feel		sometimes arise from
		tokens' to other people.	I can recognise why I	threatened.		changes.
		I understand why it is	have reached my	I know why it is		
		important to calm down	goal or been	sometimes important		
		before I am	successful.	to stop and think when		
		overwhelmed by	I can tell you how I	we feel angry or		

		I c 1: c		Ι		
		feelings of anger.	am going to apply	stressed.		
		I can tell you some ways	what I have learned.	I can stop and think		
		I can stop myself being	I can tell you how I	before I act.		
		overwhelmed by	keep going even			
		feelings of anger.	when the task is			
		I know how it feels to be	difficult or boring.			
		overwhelmed by	I know when to			
		feelings of anger.	keep trying and			
		I can take on a role in a	when to try			
		group and contribute to	something else.			
		the overall outcome.	I can understand			
		I can discuss in a group	that some thoughts			
		how well we are	help me reach my			
		working together.	goal and some are a			
		I can use peaceful	barrier.			
		problem solving to sort	I can recognise			
		out difficulties.	when I find learning			
			difficult and			
			persevere when I			
			need to.			
E PSHE Skills	Safety Education	Anti-Bullying Education	Drugs Education	Emotional Health and	SRE	Whole School Health
L 1 G112 GKIIIG	Use different ways to communicate	Recognise and respond	Show care for others	Well-Being	Recognise their own and	Module
- Child Protection	and express personal and group	to a variety of emotions	as well as for	Ask questions and talk	other people's feelings.	http://www.e-
	views about social and	in themselves and	themselves.	confidently with adults	Resolve	bug.eu/
- Safeguarding	environmental issues.	others.	Respond assertively	and peers about their	problems/conflicts	<u></u>
- PREVENT	Ask questions and talk confidently	Be able to express	to teasing and	thoughts and feelings.	democratically through	
- Risk Awareness	with adults and peers about their	feelings in different	bullying.	Be able to express	discussion, using	
- Anti Bullying	thoughts and feelings.	ways and recognise the	Use different ways	feelings in different	different approaches to	
- Behaviour	Use simple vocabulary for	impact on others.	to communicate and	ways and recognise the	decision-making and	
	describing personal effectiveness	Recognise risk in	express personal	impact on others.	reaching consensus.	
	and setting personal goals.	different situations and	and group views	Choose health options	readining consensus.	
	Recognise the need to ask for	make judgements about	about social and	in relations to food,		
	support sometimes, and whom to	behaviour and decisions	environmental	exercise, rest etc.		
	ask and how	about personal safety.	issues.	Recognise their own		
	ask and now	Recognise their own	issues.	and other people's		
	Child Protection	and other people's	Whole School	feelings.		
	Ask questions and talk confidently	feelings.	Health Module	Recognise that actions		
	with adults and peers about their	Show care for others as	http://www.e-	have consequences for		
	•			themselves and others.		
	thoughts and feelings.	well as for themselves.	bug.eu/	themselves and others.		

	Express positive things about	Develop skills needed				
	themselves and others.	for relationships e.g.		Healthy Eating		
	themselves and others.	listening, supporting,		Use different ways to		
	Prevent	showing care		communicate and		
	Everyone has a Right Key Stage	Showing care		express personal and		
	Two	Online Safety		group views about		
	TWO	http://www.thinkuknow		social and		
	http://www.preventforschools.org/	.co.uk/		environmental issues.		
	index.php?category id=62	<u>.co.uk/</u>		Contribute to decision-		
	index.prip:category_id=02			making in a small group		
				e.g. setting rules for the		
				class and the school.		
F. PSHE	Safety Education	Anti-Bullying Education	Drugs Education	Emotional Health and	SRE	Whole School Health
Knowledge	Know what is special about them:	Know what we do that	Know ways of	Well-Being	Develop understanding	Module
	abilities, interests, strengths and	makes each other	coping with difficult	Understand why school	of different types of	http://www.e-
- Child Protection	weaknesses.	happy, sad and cross,	emotions, fears and	rules are made and the	relationships including	bug.eu/
- Safeguarding	Know the range of jobs and work	and what helps and	worries.	consequences of	marriage, and know that	
- PREVENT	roles carried out by people they	what hinders	Know some of the	breaking them; relate	there are many different	
- Risk Awareness	know and what they like/dislike	friendships.	options open to	this to simple	patterns of friendship.	
	about those jobs.	Know about bullying,	them in developing	knowledge about the	Understand what	
- Anti Bullying	Know about a range of legal drugs	why it happens, and its	a healthy lifestyle	law and understand	families are and what	
- Behaviour	encountered in everyday life	effects on people, how	now and in the	that rules and laws are	members expect of each	
	including over-the-counter-drugs	to deal with it and how	future.	designed to protect.	other.	
	such as aspirin, drugs prescribed as	to stop it happening.		Understand that rights	Know how to deal with	
	medicines, as well as tea, coffee,	_	Whole School	bring responsibilities at	friendship problems	
	tobacco and alcohol, and have	Online Safety	Health Module	home, at school and in		
	some understanding of their	http://www.thinkuknow	http://www.e-	the community.		
	effects and their associated risks.	.co.uk/	bug.eu/			
	Know about bullying, why it			Healthy Eating		
	happens, and its effects on people,			Know about different		
	how to deal with it and how to stop			cultural practices in		
	it happening.			health and hygiene.		
				Understand how they		
	Emergency Life Support			and others can cause		
	http://www.sja.org.uk/sja/			changes for the better		
	<u>schools.aspx</u>			or for worse especially		
				in their immediate		
	Prevent			surroundings and also		
	Everyone has a Right Key Stage			in their wider		
	Two			community.		

	http://www.preventforschools.org/ index.php?category_id=62					
G. PSHE Attitude and Values - Child Protection - Safeguarding - PREVENT - Risk Awareness - Anti Bullying - Behaviour	Safety Education Appreciate the importance of taking responsibility for themselves and their behaviour. Respect other people's feelings, decisions, rights and bodies. Child Protection Respect their own and other peoples bodies. Prevent Everyone has a Right Key Stage Two http://www.preventforschools.org/index.php?category_id=62	Anti-Bullying Education Consider why honesty, loyalty, understanding and respect are important in relationships. Consider their developing responsibilities at school, with friends and within the family. Consider why a sense of fair play is necessary in their dealings with their peers and others. Online Safety http://www.thinkuknow.co.uk/	Drugs Education Consider the important and beneficial role which drugs have played in society as well as the costs to society of drug misuse. Develop a positive approach and self- motivation towards personal safety and risk-taking. Consider the possible effects of lifestyle on health. Whole School Health Module http://www.e- bug.eu/	Emotional Health and Well-Being Appreciate the importance of taking responsibility for themselves and their behaviour. Respect their own and others bodies. Consider the value of keeping healthy and different attitudes to health and illness. Accept responsibility for personal cleanliness. Appreciate home, school and community values. Be honest. Healthy Eating Respect other people's feelings, decisions, rights and bodies.	SRE Consider why honesty, loyalty, understanding and respect are important in relationships. Be honest. Respect other people's feelings, decisions, rights and bodies.	Whole School Health Module http://www.e- bug.eu/
H. Citizenship		Living in a diverse world o to recognise and show respect for similarities and differences about identities and the things that contribute to our identity, including our				

membership of		
different groups		
o to take turns in		
speaking and to		
respond		
appropriately to		
others		
o that all children have		
basic needs and rights		
as human beings,		
regardless of their		
gender, ethnicity,		
size, ability, etc		
o to develop strategies		
to deal with		
prejudice, including		
racism, and to		
support others who		
encounter it		
o about different		
communities,		
including family and		
school		
o to discuss and		
communicate their		
feelings and opinions		
about their		
communities		
o to recognise and		
respect diversity		
within their		
communities		
o to work in pairs or		
small groups to share		
their views		
o about different		
places, drawing on		
their own and others'		
experience		
o to devise an enquiry		
· / l		

into life in another		
type of community		
o that there are		
similarities, as well as		
differences, between		
communities in other		
parts of the world		
and our own		
o to find evidence that		
they live in an		
interdependent world		
o that their actions		
affect themselves and		
others at a variety of		
levels, from a		
family/classroom		
level through to a		
global level		
o to reflect on what		
they have learnt		
about their identities,		
their communities		
and how places in the		
world are		
interdependent		
o to listen to and reflect		
on the words of		
others in the class		
Human rights –		
Children's rights		
o to understand the		
o about basic human		
rights		
o that rights come with		
responsibilities		
difference between wants, needs and rights o about basic human rights o that rights come with		

o that their actions affect themselves and others o why we should care about other people's feelings and to try to see things from their point of view o to qualify or justify what they think after listening to the views of others o to recognise what is fair and unfair and the difference between right and wrong o to use drama techniques to explore characters and issues o that their choices of action affect themselves and others o to care about other people's feelings and to try to see things from their point of view		
affect themselves and others o why we should care about other people's feelings and to try to see things from their point of view o to qualify or justify what they think after listening to the views of others o to recognise what is fair and unfair and the difference between right and wrong o to use drama techniques to explore characters and issues o that their choices of action affect themselves and others o to care about other people's feelings and to try to see things from their point of view	o that their actions	
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the difference between right and wrong o to use drama techniques to explore characters and issues o that their choices of action affect themselves and others o to care about other people's feelings and to try to see things from their point of view		
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wrong o to use drama techniques to explore characters and issues o that their choices of action affect themselves and others o to care about other people's feelings and to try to see things from their point of view		
o to use drama techniques to explore characters and issues o that their choices of action affect themselves and others o to care about other people's feelings and to try to see things from their point of view		
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characters and issues o that their choices of action affect themselves and others o to care about other people's feelings and to try to see things from their point of view		
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action affect themselves and others o to care about other people's feelings and to try to see things from their point of view		
themselves and others o to care about other people's feelings and to try to see things from their point of view		
others o to care about other people's feelings and to try to see things from their point of view		
people's feelings and to try to see things from their point of view		
people's feelings and to try to see things from their point of view	o to care about other	
to try to see things from their point of view		
from their point of view		
view		
o to understand the	o to understand the	
nature and	nature and	
consequences of	consequences of	
racism, teasing,		
bullying and		
aggression, and how		
to respond and ask		
for help		
o about human rights		
issues in the news, in		
other places and at		

		other times in history				
		o about different kinds				
		of responsibilities at				
		home, at school and				
		in the community,				
		and that these can				
		sometimes conflict				
		with each other				
		o about working				
		together to resolve				
		conflict				
		o to develop skills of				
		participation and				
		responsible action				
		o to reflect on their				
		learning, and to				
		communicate what				
		they have learnt to				
		others				
I.Values and	<u>Create challenge</u>	Create challenge	Create challenge	Create challenge	Create challenge	Create challenge
behaviours	Resilience	Resilience	Resilience	Resilience	Resilience	Resilience
	Tenacity	Tenacity	Tenacity	Tenacity	Tenacity	Tenacity
	Perseverance	Perseverance	Perseverance	Perseverance	Perseverance	Perseverance
	Motivation	Motivation	Motivation	Motivation	Motivation	Motivation
	<u>Citizenship</u>	<u>Citizenship</u>	<u>Citizenship</u>	<u>Citizenship</u>	<u>Citizenship</u>	<u>Citizenship</u>
	Respect	Respect	Respect	Respect	Respect	Respect
	Active voice	Active voice	Active voice	Active voice	Active voice	Active voice
	Community	Community	Community	Community	Community	Community
	Responsible	Responsible	Responsible	Responsible	Responsible	Responsible
	<u>.</u> .	1	•	•		<u>.</u> .
	Proud	Proud	Proud	Proud	Proud	Proud
	Independent	Proud Independent	Proud Independent	Proud Independent	Proud Independent	Independent
	Independent Community awareness	Proud Independent Community awareness	Proud Independent Community	Proud Independent Community awareness	Proud Independent Community awareness	Independent Community
	Independent Community awareness <u>Creative</u>	Proud Independent Community awareness <u>Creative</u>	Proud Independent Community awareness	Proud Independent Community awareness <u>Creative</u>	Proud Independent Community awareness <u>Creative</u>	Independent Community awareness
	Independent Community awareness <u>Creative</u> Global citizens	Proud Independent Community awareness <u>Creative</u> Global citizens	Proud Independent Community awareness <u>Creative</u>	Proud Independent Community awareness <u>Creative</u> Global citizens	Proud Independent Community awareness <u>Creative</u> Global citizens	Independent Community awareness <u>Creative</u>
	Independent Community awareness <u>Creative</u> Global citizens Flourish	Proud Independent Community awareness <u>Creative</u> Global citizens Flourish	Proud Independent Community awareness <u>Creative</u> Global citizens	Proud Independent Community awareness <u>Creative</u> Global citizens Flourish	Proud Independent Community awareness <u>Creative</u> Global citizens Flourish	Independent Community awareness <u>Creative</u> Global citizens
	Independent Community awareness <u>Creative</u> Global citizens	Proud Independent Community awareness <u>Creative</u> Global citizens	Proud Independent Community awareness <u>Creative</u> Global citizens Flourish	Proud Independent Community awareness <u>Creative</u> Global citizens	Proud Independent Community awareness <u>Creative</u> Global citizens	Independent Community awareness <u>Creative</u> Global citizens Flourish
	Independent Community awareness <u>Creative</u> Global citizens Flourish Thrive	Proud Independent Community awareness <u>Creative</u> Global citizens Flourish Thrive	Proud Independent Community awareness <u>Creative</u> Global citizens Flourish Thrive	Proud Independent Community awareness <u>Creative</u> Global citizens Flourish Thrive	Proud Independent Community awareness <u>Creative</u> Global citizens Flourish Thrive	Independent Community awareness <u>Creative</u> Global citizens Flourish Thrive
J.UNICEF/Pupil Charter Links	Independent Community awareness <u>Creative</u> Global citizens Flourish	Proud Independent Community awareness <u>Creative</u> Global citizens Flourish	Proud Independent Community awareness <u>Creative</u> Global citizens Flourish	Proud Independent Community awareness <u>Creative</u> Global citizens Flourish	Proud Independent Community awareness <u>Creative</u> Global citizens Flourish	Independent Community awareness <u>Creative</u> Global citizens Flourish

L. British Values: Link Link Link Link Linked examples across the school	Enable students to acquire a broad general knowledge of and respect for public institutions and services in England. An understanding of how citizens can influence decision-making through the democratic process; an understanding that the freedom to choose and hold other faiths and beliefs is protected in law. An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour • include in suitable parts of the curridemocracy and the law works in Britalistened to, and demonstrate how de	in, in contrast to other forn	ns of government in oth	er countries; • ensure that	all pupils within the school I	nave a voice that is
	use opportunities such as general o how to argue and defend points of vi- extra-curricular activity, including any	ew; • use teaching resource	es from a wide variety of	sources to help pupils und		
M. Cross-	- Character Building	- Character Building	- Character Building	- Character Building	- Character Building	- Character Building
Curricular Links - Character Building - Wild Tribe - Residential -Team Building - Pupil Voice - Decision Making - Independent Learning - Outdoor Education	- Wild Tribe -Team Building - Pupil Voice - Decision Making - Independent Learning - Outdoor Education	- Wild Tribe -Team Building - Pupil Voice - Decision Making - Independent Learning - Outdoor Education	- Wild Tribe -Team Building - Pupil Voice - Decision Making - Independent Learning - Outdoor Education	- Wild Tribe -Team Building - Pupil Voice - Decision Making - Independent Learning - Outdoor Education	- Wild Tribe -Team Building - Pupil Voice - Decision Making - Independent Learning - Outdoor Education	- Wild Tribe -Team Building - Pupil Voice - Decision Making - Independent Learning - Outdoor Education

N. Assessment	Writing Evidence from unit	Writing Evidence from	Writing Evidence	Writing Evidence from	Writing Evidence from	Writing Evidence from
Pathway	Multi Media evidence	unit	from unit	unit	unit	unit
	Independent Writing	Multi Media evidence	Multi Media	Multi Media evidence	Multi Media evidence	Multi Media evidence
	Cross Curricular Writing	Independent Writing	evidence	Independent Writing	Independent Writing	Independent Writing
	Outdoors/ Role Play	Cross Curricular Writing	Independent	Cross Curricular Writing	Cross Curricular Writing	Cross Curricular
	Assessment Notes- Sticky labels	Outdoors/ Role Play	Writing	Outdoors/ Role Play	Outdoors/ Role Play	Writing
	Annotations on planning	Assessment Notes-	Cross Curricular	Assessment Notes-	Assessment Notes-	Outdoors/ Role Play
	Display.	Sticky labels	Writing	Sticky labels	Sticky labels	Assessment Notes-
		Annotations on	Outdoors/ Role Play	Annotations on	Annotations on planning	Sticky labels
		planning	Assessment Notes-	planning	Display.	Annotations on
		Display.	Sticky labels	Display.		planning
			Annotations on			Display.
			planning			
			Display.			

Year Group 5	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Unit title						
A. ADMAT Aims Link	Providing for children a safe, stimulating, caring but challenging learning environment.	Working positively with stakeholders and partners to provide an integrated educational experience for children and families.	Creating an enjoyable and creative curriculum that meets the learning needs of children.	Accelerating and sustaining children's progress towards higher achievement.	Ensuring achievement gaps for disadvantaged children are addressed. Encouraging children's active participation in outdoor and sporting learning opportunities.	Ensuring children are equipped for the next phase of learning.
B. WHA Aims Link	Provide children with a broad, balanced, stimulating and relevant curriculum which allows children every opportunity to develop into healthy and well-adjusted individuals. Encourage children to be creative thinkers who adopt a sustainable approach to life and learning by becoming good global citizens	Provide children with a broad, balanced, stimulating and relevant curriculum which allows children every opportunity to develop into healthy and welladjusted individuals. Encourage children to be creative thinkers who adopt a sustainable approach to life and learning by becoming good global citizens	Provide children with a broad, balanced, stimulating and relevant curriculum which allows children every opportunity to develop into healthy and well-adjusted individuals. Encourage children to be creative thinkers who adopt a sustainable approach to life and learning by becoming good global citizens	Provide children with a broad, balanced, stimulating and relevant curriculum which allows children every opportunity to develop into healthy and well-adjusted individuals. Encourage children to be creative thinkers who adopt a sustainable approach to life and learning by becoming good global citizens	Provide children with a broad, balanced, stimulating and relevant curriculum which allows children every opportunity to develop into healthy and welladjusted individuals. Encourage children to be creative thinkers who adopt a sustainable approach to life and learning by becoming good global citizens	Provide children with a broad, balanced, stimulating and relevant curriculum which allows children every opportunity to develop into healthy and well-adjusted individuals. Encourage children to be creative thinkers who adopt a sustainable approach to life and learning by becoming good global citizens
C. SMSC Title	New beginnings	Getting on and falling out	Going for goals	Good to be me	Relationships	Changes
D. SEAL	I know some of the things that help us in school to learn and play well together. I understand my rights and responsibilities in the school.	Say no to bullying I can tell you what bullying is. I understand how rumour-spreading and	I know the skills and attributes of an effective learner. I can try to develop these skills.	I can use some strategies to help me when I feel useless or inadequate. I can feel positive even	I can find out about people who are important to me. I can give and receive a compliment.	I am aware of common responses to difficult changes, and that they are sometimes similar to

I understand the need for rules in society and why we have the rules we do in school.

If I don't agree with something in school I know how to go about trying to change things.

I have some strategies to cope with uncomfortable feelings and to calm myself when necessary.

I know how others may be feeling when they are in an unfamiliar situation and can help them to feel valued and welcomed.

I know that I am valued at school. I understand how it feels to do or start something new, and why. I can explain how I go about solving a problem and can give you an example of a problem I have solved.

I know some of the things that help us in school to learn and play well together

name-calling can be bullying behaviours. I can explain the difference between of bullying. I can explain some of the ways in which one person (or group of over another. I know some of the bullying behaviours. I know some ways to to make other choices. I can tell you a range of strategies which I have for managing my feelings in bullying situations and for

out

I know that my

relationships are all

appropriate to different

friendship and try not to

demand more than they

are able or wish to give. I can say things and do

types of relationships.

different and that

different ways of

I can accept and

appreciate people's

behaving are

direct and indirect types people) can have power reasons why people use encourage children who use bullying behaviours need to learn next. problem solving when I am part of one. Getting on and falling

I can set myself a goal or challenge. I know the skills and attributes of an effective learner. I can be a critical friend to others and myself. I can recognise and celebrate my own achievements. I know what some of the people in my class like or admire about me. I can set myself a goal or challenge. I can apply what I have learned. I can tell you what I

when things are going wrong. I can tell the difference between showing I am proud and boasting. I know that boasting can make other people feel inadequate or useless. I can explain how I am feeling even if I have mixed feelings. I can make a judgement about whether to take a risk. I can disagree with someone without falling out. I can cope when someone disagrees with me. I understand that sometimes the feeling part of my brain takes over and I might make mistakes. I can understand how my strong feelings might build up and how I might be overwhelmed by my feelings. I can recognise when I am beginning to be

overwhelmed by my

feelings and can use a

calming-down

strategy.

I can tell you about a time when I felt embarrassed and what it felt like. I know some things to do when I feel embarrassed that will not make things worse. I can use a problemsolving approach to sort out an embarrassing situation. I can think about what embarrasses me and learn something about me that I didn't know before. I have helped someone who felt embarrassed. I know how to make people feel good about themselves. I can recognise when I am using a put-down. I can recognise stereotyping. I can try to challenge stereotypes.

our responses when experiencing loss. I understand how it might feel when a change takes you away from familiar people and places. I can try to understand why people might behave the way they do when they are facing a difficult change. I know how change can interfere with our feeling of belonging and can make us feel insecure and unconfident. I know that sometimes there can be positive outcomes from changes that we didn't welcome initially. I can tell you some of my own 'sore spots'. I can recognise when I might over-react because someone has touched a 'sore spot'. I recognise that my behaviour is my responsibility, even when someone has touched a 'sore spot'. I know that people respond differently to changes and challenges.

E. PSHE Skills	Safety Education Manage hygiene procedures e.g.	Anti-Bullying Education Resolve	Drugs Education Recognise and	Emotional Health and Well Being	SRE Record information	Whole School Health Module
		leader should do.				
		things that a good				
		I can tell you some				
		even if I am very angry.				
		and the way I behave,				
		for the choices I make				
		I know I am responsible				
		angry.				
		when I am feeling				
		to make a wise choice				
		my behaviour in order				
		term consequences of				
		short-term and long-				
		down. I can consider both the				
		ways to calm myself				
		feelings of anger; some				
		overwhelmed by my				
		happens when I am				
		get angry; what				
		what happens when I				
		triggers are for anger;				
		I know: what my				
		resolve conflict				
		people				
		peacefully to help other				
		solving problems				
		I can use my skills for				
		worse.				
		usually make things				
		a conflict situation that				
		sometimes do or say in				
		I or other people				
		I can tell you things that				
		situation better.				
		things that are likely to make a difficult				

- Child Protection	food safety and menstruation.	problems/conflicts	challenge	Recognise the need to	about current interests	http://www.e-
	Recognise risk in different	democratically through	stereotypes.	ask for support	and choices they will	bug.eu/
- Safeguarding	situations and make judgements	discussion, using	Ask guestions and	sometimes, and whom	have to make in the	<u>bugicu/</u>
- PREVENT	about behaviour and decisions	different approaches to	talk confidently with	to ask and how.	future.	Transgender
- Risk Awareness	about personal safety.	decision-making and	adults and peers	Recognise and respond	Decide who has access	Guidance
- Anti Bullying	Identify hazards to health and	reaching consensus.	about their thoughts	to a variety of	to their bodies.	http://www.schools-
- Behaviour	safety at home, at school in the	Recognise that actions	and feelings.	emotions themselves	Develop skills needed	out.org.uk/
	environment.	have consequences for	Recognise risk in	and others, such as	for relationships e.g.	out.org.uk/
	Recognise that actions have	themselves and others.	different situations	jealousy, anger and	listening, supporting,	
	consequences for themselves and	themselves and others.	and make	excitement.	showing care.	
	others.	Online Safety	judgements about	excitement.	Demonstrate tolerance	
	others.	http://www.thinkuknow	behaviour and	Healthy Eating	and respect for others.	
	Child Protection	.co.uk/	decisions about	Manage hygiene	Recognise and respond	
	Decide who has access to their	<u>.co.uk/</u>	personal safety.	procedures e.g. food	to a variety of emotions	
	bodies.		Recognise unwanted	safety, menstruation.	in themselves and	
	Recognise risk in different		influence and	Discuss and ask	others, such as jealousy,	
	situations and make judgments		pressure from	questions about		
	, ,			•	anger, excitement.	
	about behaviour and decisions		friends particularly in relation to	changing bodily needs.		
	about personal safety.					
	Recognise that actions have		smoking; and			
	consequences for themselves and		exercise some basic			
	others.		techniques for			
	Dunnant		resisting.			
	Prevent		Identify hazards to			
	The Growth of Culture Key Stage		health and safety at			
	Two		home, at school and			
			in the environment.			
	http://www.preventforschools.org/		Recognise that			
	index.php?category_id=62		actions have			
			consequences for			
			themselves and			
			others.			
			Whole School			
			Health Module			
			http://www.e-			
			bug.eu/			
F. PSHE	Safety Education	Anti Bullying Education	Drugs Education	Emotional Health and	SRE	Whole School Health
Knowledge	Understand what families are and	Understand why school	Know that some	Well Being	Know that puberty	Module
Miowicuge		1				

- Child Protection
- Safeguarding
- PREVENT
- Risk Awareness
- Anti Bullving
- Behaviour

what members expect of each other.

Understand why school rules are made and the consequences of breaking them; relate this to simple knowledge about the law and understand that rules and laws are designed to protect. Understand that rights bring responsibilities at home, at school and in the community. Know that some substances are illegal and have some understanding of their effects and the associated risks. Know school rules/safety rules relating to medicines, alcohol, tobacco, solvents and illegal drugs;

Child Protection

Understand why school rules are made and the consequences of breaking them; relate this to simple knowledge about the law and understand that rules and laws are designed to protect.

know that discarded syringes and

needles can be dangerous.

Emergency Life Support

http://www.sia.org.uk/sia/

The Growth of Culture Key Stage Two

http://www.preventforschools.org/ index.php?categorv id=62

rules are made and the consequences of breaking them; relate this to simple knowledge about the law and understand that rules and laws are designed to protect. Understand that rights bring responsibilities at home, at school and in the community.

Online Safety

http://www.thinkuknow .co.uk/

substances are illegal and have some understanding of their effects and their associated risks. Understand that pressure to take harmful or illegal substances may come from people they know such as friends, relatives and neighbour Know sources of help, including helplines, when facing problems. Understand why school rules are made and the consequences of breaking them; relate this to simple knowledge about the law and understand that rules and laws are designed to protect. Understand how they and others can cause changes for better or for worse, especially in their immediate surroundings and also in their wider community.

brings about changes in emotions. Know ways of coping with difficult emotions. fears and worries. Know how changes at puberty affect body hygiene. Understand more about the changes that take place in human life parenthood, bereavement, making new relationships.

http://www.ebug.eu/

Transgender Guidance

http://www.schoolsout.org.uk/

schools.aspx

Prevent

and what helps and what hinders friendships. **Healthy Eating** Know that people live their lives in different wavs and that different cultures may have different life patterns. Know about the different national, regional, religious and ethnic groups and which of them are reflected in their school community Know bacteria and viruses affect health and how transmission may be reduced by using simple, safe routines.

Know that puberty

Know ways of coping

with difficult emotions,

brings changes in

fears and worries.

Know what makes

them feel happy and

positive about life; the

influence of exercise.

leisure, relationships

Know what we do that

happy, sad and cross

on mental health.

makes each other

emotions.

WHA SMSC Curriculum SoL 2016 57

Whole School

G. PSHE Attitudes and Values - Child Protection - Safeguarding - PREVENT - Risk Awareness - Anti Bullying - Behaviour	Safety Education Develop a positive approach and self-motivation towards personal safety and risk-taking. Child Protection Develop a positive approach and self-motivation towards personal safety and risk-taking. Consider why it is wrong for children to be bullied or abused by other children or adults. Be honest Prevent The Growth of Culture Key Stage Two http://www.preventforschools.org/index.php?category_id=62	Anti-Bullying Education Appreciate that similarities and differences between people are the result of many factors. Online Safety http://www.thinkuknow .co.uk/	Health Module http://www.e- bug.eu/ Drugs Education Explore attitudes and beliefs about different drugs and the people who may use or misuse them; be able to recognise stereotypes. Whole School Health Module http://www.e- bug.eu/	Emotional Health and Well Being Develop a positive approach and self-motivation towards personal safety and risk-taking. Respect other peoples, decisions, rights and bodies. Consider why honesty, loyalty, understanding and respect are important in relationships. Value their identity and background and those of others. Healthy Eating Value diversity of lifestyles, and the choices made within them. Consider the possible effects of lifestyle on health.	SRE Accept responsibility for personal cleanliness.	Whole School Health Module http://www.e- bug.eu/ Transgender Guidance http://www.schools- out.org.uk/
H. Citizenship		How to rules and laws affect me? o about rules and laws and why they are needed o about the importance of rules o about democracy and	Looking after my money identify reasons for and ways of keeping money safe explain the importance of keeping financial records make a simple			

part in decision-	financial plan to save		
making	money for a specific		
o to take turns in	purchase		
discussions			
o to vary their spoken			
contributions to suit			
the activity and its			
purpose			
o why and how laws			
are made			
o about different types			
of law			
o about the role of			
Parliament and MPs			
o to contribute views			
and opinions to a			
debate			
o to deal with opposing			
points of view			
o about some of the			
laws that young			
people tend to break			
and why			
o how a criminal record			
can affect an			
individual's future			
o to reflect on what			
they have learnt			
about rules and laws			
and to share this with			
others in the class			
Local democracy for			
young citizens			
,			
o about their local			
community and how			
it has changed over			
time			
o why the place is			

located where it is,
and about people
who have contributed
to its development
o to work together to
pose questions and
undertake research
o to communicate their
findings to others
o to discuss the local
area with a range of
different people in
the school and local
community
o what the place is like
today and what it
might be like in the
future
o who represents
people in the
community and how
the representatives
are chosen
o about the parish,
town, city or county
council - its role and
organisation
o about what
councillors do,
including how they
make decisions, and
about the role of the
mayor
o about the role of MPs
in representing local
people in Parliament
o to research, discuss
and debate a topical
issue
o to present a case for

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it to to reflect on their participation and experiences o to evaluate their speech and reflect on its effectiveness o to discuss and share what they have learnt with their peers and others in the school community I. Values and behaviours Create challenge Resilience Tenacity Perseverance Motivation Citizenship Citizenship Respect Active voice Active voice Active voice Community Responsible Proud Independent Community awareness Creative Global citizens Flourish Thrive Flourish Thrive Thrive Thrive Thrive Community awareness Creative Global citizens Flourish Thrive Tenable students to Encourage respect for Enable students to Encourage re							
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	K. British Values	Enable students to acquire a broad	Further tolerance and	An appreciation that	Enable students to	Encourage respect for	Enable students to
Link general knowledge of and respect harmony between living under the rule develop their self- democracy and support distinguish right from	Link	general knowledge of and respect	harmony between	living under the rule	develop their self-	democracy and support	distinguish right from
for public institutions and services different cultural of law protects knowledge, self- for participation in the wrong and to respect				_	•		
in England. traditions by enabling individual citizens esteem and self- democratic processes, the civil and criminal		I	traditions by enabling	•	<u> </u>	democratic processes,	

	An understanding of how citizens can influence decision-making through the democratic process;	students to acquire an appreciation of and respect for their own	and is essential for their wellbeing and safety;	confidence; encourage students to accept responsibility	including respect for the basis on which the law is made and applied in	law of England.
	an understanding that the freedom to choose and hold other faiths and	and other cultures.	An understanding of	for their behaviour,	England.	
	beliefs is protected in law.	Encourage respect for other people.	the importance of identifying	show initiative, and to understand how they	An understanding that there is a separation of	
	An acceptance that other people	other people.	and combatting	can contribute	power between the	
	having different faiths or beliefs to		discrimination.	positively to the lives	executive and the	
	oneself (or having none) should be			of those living and	judiciary, and that while	
	accepted and tolerated, and should			working in the locality	some public bodies such	
	not be the cause of prejudicial or			of the school and to	as the police and the	
	discriminatory behaviour;			society more widely.	army can be held to	
					account through	
					Parliament, others such	
					as the courts maintain independence.	
L. British Values:	include in suitable parts of the curri	L culum, as appropriate for th	I ne age of punils, materia	I alon the strengths, advanta		emocracy, and how
Linked examples	democracy and the law works in Brita				_	-
across the school	listened to, and demonstrate how de					
deross the sensor	use opportunities such as general or	ocal elections to hold mock	elections to promote fu	ındamental British values a	and provide pupils with the o	pportunity to learn how
	to argue and defend points of view; •	_	•		and a range of faiths, and $ullet$ c	onsider the role of
	extra-curricular activity, including any				T	
M. Cross-	- Character Building	- Character Building	- Character Building	- Character Building	- Character Building	- Character Building
Curricular Links	- Wild Tribe	- Wild Tribe	- Wild Tribe	- Wild Tribe	- Wild Tribe	- Wild Tribe
- Character	-Team Building - Pupil Voice	-Team Building - Pupil Voice	-Team Building - Pupil Voice	-Team Building - Pupil Voice	- Residential	-Team Building - Pupil Voice
Building	- Pupil Voice - Decision Making	- Pupil Voice - Decision Making	- Pupil Voice - Decision Making	- Pupil Voice - Decision Making	-Team Building - Pupil Voice	- Pupil Voice - Decision Making
- Wild Tribe	- Independent Learning	- Independent Learning	- Independent	- Independent Learning	- Decision Making	- Independent
- Residential	- Outdoor Education	- Outdoor Education	Learning	- Outdoor Education	- Independent Learning	Learning
-Team Building			- Outdoor Education		- Outdoor Education	- Outdoor Education
- Pupil Voice						
- Decision Making						
- Independent						
Learning						
- Outdoor						
Education						
N. Assessment	Writing Evidence from unit	Writing Evidence from	Writing Evidence	Writing Evidence from	Writing Evidence from	Writing Evidence from
Pathway	Multi Media evidence	unit	from unit	unit	unit	unit
	Independent Writing	Multi Media evidence	Multi Media	Multi Media evidence	Multi Media evidence	Multi Media evidence
	Cross Curricular Writing	Independent Writing	evidence	Independent Writing	Independent Writing	Independent Writing

Outdoors/ Role Play	Cross Curricular Writing	Independent Writing	Cross Curricular	Cross Curricular Writing	Cross Curricular
Assessment Notes- Sticky labels	Outdoors/ Role Play	Cross Curricular	Writing	Outdoors/ Role Play	Writing
Annotations on planning	Assessment Notes-	Writing	Outdoors/ Role Play	Assessment Notes-	Outdoors/ Role Play
Display.	Sticky labels	Outdoors/ Role Play	Assessment Notes-	Sticky labels	Assessment Notes-
	Annotations on	Assessment Notes-	Sticky labels	Annotations on planning	Sticky labels
	planning	Sticky labels	Annotations on	Display.	Annotations on
	Display.	Annotations on	planning		planning
		planning	Display.		Display.
		Display.			

Year Group 6	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
6 – Unit Title						
A. ADMAT Aims Link	Creating an enjoyable and creative curriculum that meets the learning needs of children.	Providing for children a safe, stimulating, caring but challenging learning environment.	Encouraging children's active participation in outdoor and sporting learning opportunities.	Accelerating and sustaining children's progress towards higher achievement. Working positively with stakeholders and partners to provide an integrated educational experience for children and families.	Ensuring achievement gaps for disadvantaged children are addressed.	Ensuring children are equipped for the next phase of learning.
B. WHA Aims Link	Provide children with a broad, balanced, stimulating and relevant curriculum which allows children every opportunity to develop into healthy and well-adjusted individuals. Encourage children to be creative thinkers who adopt a sustainable approach to life and learning by becoming good global citizens	Provide children with a broad, balanced, stimulating and relevant curriculum which allows children every opportunity to develop into healthy and welladjusted individuals. Encourage children to be creative thinkers who adopt a sustainable approach to life and learning by becoming good global citizens	Provide children with a broad, balanced, stimulating and relevant curriculum which allows children every opportunity to develop into healthy and well-adjusted individuals. Encourage children to be creative thinkers who adopt a sustainable approach to life and learning by becoming good global citizens	Provide children with a broad, balanced, stimulating and relevant curriculum which allows children every opportunity to develop into healthy and well-adjusted individuals. Encourage children to be creative thinkers who adopt a sustainable approach to life and learning by becoming good global citizens	Provide children with a broad, balanced, stimulating and relevant curriculum which allows children every opportunity to develop into healthy and welladjusted individuals. Encourage children to be creative thinkers who adopt a sustainable approach to life and learning by becoming good global citizens	Provide children with a broad, balanced, stimulating and relevant curriculum which allows children every opportunity to develop into healthy and well-adjusted individuals. Encourage children to be creative thinkers who adopt a sustainable approach to life and learning by becoming good global citizens
C. SMSC Title	New beginnings	Getting on and falling out	Going for goals	Good to be me	Relationships	Changes
D. SEAL	I work well in a group and can tell you what helps my group to work well together. I understand my rights and	Say no to bullying I understand how rumour-spreading and name-calling can be	I can make a long- term plan and break it down into smaller, achievable goals in	I accept myself for who and what I am. I can recognise when I am feeling worried.	I can tell you about the people who are important to me. I know some of the	I know that many children have mixed feelings about going to secondary school.

responsibilities in the school.

I know some of the things that help us in school to learn and play well together.

I understand the need for rules in society and why we have the rules we do in school.

If I don't agree with something in school I know how to go about trying to change things.

I have some strategies to cope with uncomfortable feelings and to calm myself when necessary.

I know how others may be feeling when they are in an unfamiliar situation and can help them to feel valued and welcomed.

I understand how it feels to do or start something new, and why. I have some strategies to cope with uncomfortable feelings and to calm myself when necessary.

I know how others may be feeling when they are in an unfamiliar situation and can help them to feel valued and welcomed.

I know some of the things that help us in school to learn and play well together.

bullying behaviours. I can explain the difference between direct and indirect types of bullying. I can explain some of the ways in which one person (or group of people) can have power over another. I know some of the reasons why people use bullying behaviours. I know some ways to encourage children who use bullying behaviours to make other choices. I can tell you a range of strategies which I have for managing my feelings in bullying

Getting on and falling out

situations and problem

solving when I am part

of one.

When I am working in a group I can tell people if I agree or don't agree with them and why.
When I am working in a group I can listen to people when they don't agree with me and think about what they have said.
I know that sometimes difference can be a barrier to friendship.

my personal life or in my behaviour. I know that it is up to me to get things done by taking the first step. I know that if at first I don't succeed it is worth trying again. I can try again even when I have been unsuccessful. I can recognise when I am using an excuse instead of finding a way around a problem. I know that it is up to me to get things done by taking the first step. I can consider the consequences of possible solutions or reaching my goal on myself, others and on communities or groups.

I know how to do something about my worry. I can stand up for what I think after listening to others and making my own choice. I understand that the majority view is not always right. I can behave in an assertive way using appropriate body language and tone of voice. I can recognise when I am beginning to be overwhelmed by my feelings and can use a calming down strategy. I know that if I have once been overwhelmed by my feelings I might easily 'lose it' again another time.

feelings people have when someone close dies or leaves. I can use some strategies to manage these feelings. I understand that different people show their feelings in different ways. I understand that there is not just one way to grieve. I can use some strategies to manage feelings associated with loss. I can help support someone who is unhappy because they have lost someone or someone. I can tell when I am hiding a feeling and then choose to share it with someone. I can break friends with someone without hurting their feelings. I understand when breaking friends might be the best thing to do. I can think about when to forgive someone. I can forgive someone.

I know that it is natural to be warv of change, and can tell you why. I know that all feelings, including uncomfortable ones have a purpose and give us information. I know that when I move to secondary school many things in my life will stay the same. I have some strategies for managing the feelings that I might experience when I change schools. I understand why I behave the way I do sometimes when I feel uncomfortable. I try to understand other people's behaviour by thinking about what they might be feeling or thinking. I can tell you about how people might feel and behave when they go to a new school. I can tell you some of the good things about me that my classmates like and value.

I try to recognise when		
I, or other people, are		
pre-judging people, and		
I make an effort to		
overcome my own		
assumptions.		
I know how it might feel		
to be excluded or		
treated badly because		
of being different in		
some way.		
I know that it is		
important in a conflict		
situation to talk about		
what someone has done		
or said, not the person		
themselves.		
I can use language ('I		
messages') that does		
not make conflict		
situations worse.		
I am able to see a		
situation from another		
person's perspective.		
I know how my		
behaviour is linked to		
my thoughts and		
feelings.		
I can stop and try to get		
an accurate picture		
before I act.		
I know:		
what my triggers are for		
anger;		
what happens when I		
get angry;		
what happens when I		
am overwhelmed by my		
feelings; some ways to		
calm myself down.		

E. PSHE Skills	Safety Education	Anti-Bullying Education	Drugs Education	Emotional Health and	SRE	Whole School Health
	Put themselves into their parents'	Recognise unwanted	Put themselves into	Well- Being	Recognise risk in	Module
- Child Protection	shoes.	influence and pressure	their parents' shoes.	Express positive things	different situations and	http://www.e-
- Safeguarding	Interview adults to find out about	from friends particularly	Recognise when	about themselves.	make judgements about	bug.eu/
- PREVENT	job roles or tasks.	in relation to smoking;	choices are affected	Prepare for and	behaviour and decisions	
- Risk Awareness	Transfer a skill learned in one	and exercise some basic	by the media and	manage the change to	about personal safety.	Transgender
- Anti Bullying	situation to another context	techniques for resisting.	other influences.	secondary school.	Recognise that actions	Guidance
- Behaviour		Put themselves in		Put themselves into	have consequences for	http://www.schools-
	Child Protection	someone else's shoes	Careers	their parents' shoes.	themselves and others.	out.org.uk/
	Transfer a skill learned in one	e.g. people who are less	Ask questions and		Recognise when choices	
	situation to another context.	fortunate than them.	talk confidently with	Healthy Eating	are affected by the	
			adults and peers	Choose healthy options	media and other	
	Prevent	Online Safety	about their thoughts	in relation to food,	influences.	
	The Growth of Culture Key Stage	http://www.thinkuknow	and feelings.	exercise, rest etc.		
	Two	.co.uk/	Record information			
			about current			
	http://www.preventforschools.org/		interests and choices			
	index.php?category_id=62		they will have to			
			make in the future.			
			Express positive			
			things about			
			themselves and			
			others.			
			Use simple			
			vocabulary for			
			describing personal			
			effectiveness and			
			setting personal			
			goals.			
			Show reliance in			
			finishing tasks.			
			Recognise the need			
			to ask for support			
			sometimes, and			
			whom to ask and			
			how. Transfer a skill			
			learned in one			
			situation to another			
			context.			

	Interview adults to
	find out about job
	roles or tasks.
	Recognise their own
	and other people's
	feelings.
	Recognise that
	actions have
	consequences for
	themselves and
	others.
	Put themselves into
	their parents' shoes.
	Show care for others
	as well as for
	themselves. Develop
	skills needed for
	relationships e.g.
	listening, supporting,
	showing care.
	Respond assertively
	to teasing and
	bullying.
	Recognise and
	challenge
	stereotypes.
	Demonstrate
	tolerance and
	respect for others.
	Put themselves in
	someone else's shoes
	e.g. people who are
	less fortunate than
	them.
	Resolve
	problems/conflicts
	democratically
	through discussion,
	using different
	approaches to

			decision-making and			
			reaching consensus.			
			Recognise when			
			choices are affected			
			by the media and			
			other influences.			
F. PSHE	Safety Education	Anti Bullying Education	Drugs Education	Emotional Health and	SRE	Whole School Health
Knowledge	Know basic emergency aid	Know ways of coping	Know basic	Well- Being	Know what makes them	Module
	procedures and where to get help	with difficult emotions,	emergency aid	Understand how media	feel unhappy and	http://www.e-bug.eu/
- Child Protection	in different situations.	fears and worries.	procedures and	messages affect	positive about life: the	
- Safeguarding	Know about local voluntary and	Understand that	where to get help in	attitudes and can cause	influence of exercise,	Transgender
- PREVENT	community groups and what they	pressure to take	different situations.	inequality of	leisure, relationships on	Guidance
- Risk Awareness	do.	harmful or illegal	Know how	opportunity	mental health.	http://www.schools-
- Anti Bullying		substances may come	advertising	Know how their	Know that body changes	out.org.uk/
- Behaviour	Emergency Life Support	from people they know	influences supply and	strengths can help a	are a preparation for	
	http://www.sja.org.uk/sja/	such as friends, relatives	demand.	group to perform a	sexual maturity, and	
	<u>schools.aspx</u>	and neighbours.		task.	understand the	
			Careers	Know what is special	processes of conception	
	Prevent	Online Safety	Know what is special	about them: abilities,	and birth.	
	The Growth of Culture Key Stage	http://www.thinkuknow	about them: abilities,	interests, strengths and	Know about the range of	
	Two	<u>.co.uk/</u>	interests, strengths	weaknesses.	human variation,	
			and weaknesses.		understand what is	
	http://www.preventforschools.org/		Know ways of coping	Healthy Eating	meant by 'normality'	
	index.php?category_id=62		with difficult	Know that people's	and know that	
			emotions, fears and	responses to ideas and	differences between	
			worries.	events may be	people can be caused by	
			Know the range of	determined by age,	their genes and	
			jobs and work roles	religion, culture.	environment.	
			carried out by people	Understand that	Know that human	
			they know and what	groups have different	sexuality is expressed in	
			they like/dislike	views: peers, parents,	different ways,	
			about those jobs.	teachers etc. and	understand what it	
			Know the range of	people of different	means and have some	
			knowledge, skills and	faiths and cultures.	words to describe it.	
			personal qualities	Understand how their		
			required for different	spending decision		
			types of work.	affects them		
			Know how their	personally, the local		
			strengths can help a	economy, the		
			group to perform a	environment and		

			Ι		T	
			task.	people in other parts of		
			Know that people's	the world.		
			responses to ideas	Know how advertising		
			and events may be	influences supply and		
			determined by age,	demand.		
			religion and culture.			
			Understand that			
			rights bring			
			responsibilities at			
			home at school and			
			in the community.			
			Understand how			
			their spending			
			decisions affect them			
			personally, the local			
			economy, the			
			environment and			
			people in other parts			
			of the world.			
			Know how			
			advertising			
			influences supply and			
			demand.			
G. PSHE Attitudes	Safety Education	Anti-Bullying Education	Drugs Education	Emotional Health and	SRE	Whole School Health
and Values	Consider their developing	Respect other people's	Recognise that some	Well Being	Appreciate different	Module
	responsibilities at school, with	feelings, decisions,	role models for	Look forward	ways of loving and the	http://www.e-bug.eu/
- Child Protection	friends and within the family.	rights and bodies.	young people take	confidently to the	importance of love in	
- Safeguarding	Show interest in their local	Appreciate the	drugs e.g. in sports,	transition to secondary	relationships.	Transgender
- PREVENT	community and show a wider	importance of taking	and explore feelings	school.	Appreciate that	Guidance
- Risk Awareness	sense of social responsibility.	responsibility for	about them.		similarities and	http://www.schools-
- Anti Bullying		themselves and their		Healthy Eating	differences between	out.org.uk/
- Behaviour	Prevent	behaviour.	Careers	Consider the value of	people are the result of	
	The Growth of Culture Key Stage		Have realistic	keeping healthy and	many factors.	
	Two	Online Safety	aspirations when	different attitudes to	, , , , , , , , , , , , , , , , , , , ,	
		http://www.thinkuknow	target setting.	health and illness.		
	http://www.preventforschools.org/	.co.uk/	Value opportunities	Accept responsibility		
	index.php?category_id=62	1001011	for new experiences	for personal		
	assipriproduction y Id-02		in and out of school,	cleanliness.		
			including	5.55.71116551		
			opportunities to			
			opportunities to			

meet adults other
than teachers.
Appreciate the
importance of taking
responsibility for
themselves and their
behaviour.
Respect other
people's work and
career choices.
Accept responsibility
for personal
cleanliness.
Respect other
people's feelings,
decisions, rights and
bodies.
Consider why
honesty, loyalty
understanding and
respect are
important in
relationships.
Appreciate that
similarities and
differences between
people are the result
of many factors.
Show interest in their
local community and
show a wider sense
of social
responsibility.
Develop a concern
for people and
communities where
human needs are not
me, and consider the
effect of inequalities
which exist between

		1	1	1
		people in different		
		countries.		
		Be honest.		
		Value their own		
		identity and		
		background and		
		those of others.		
H. Citizenship	Living in a diverse			
	world			
	o to recognise and			
	show respect for			
	similarities and			
	differences			
	o about identities and			
	the things that			
	contribute to our			
	identity, including ou	r		
	membership of			
	different groups			
	o to take turns in			
	speaking and to			
	respond			
	appropriately to			
	others			
	o that all children have			
	basic needs and right			
	as human beings,			
	regardless of their			
	gender, ethnicity,			
	size, ability, etc			
	o to develop strategies			
	to deal with			
	prejudice, including			
	racism, and to			
	support others who			
	encounter it			
	o about different			
	communities,			
	including family and			
	school		1	1

o to discuss and
communicate their
feelings and opinions
about their
communities
o to recognise and
respect diversity
within their
communities
o to work in pairs or
small groups to share
their views
o about different
places, drawing on
their own and others'
experience
o to devise an enquiry
into life in another
type of community
o that there are
similarities, as well as
differences, between
communities in other
parts of the world
and our own
o to find evidence that
they live in an
interdependent world
o that their actions
affect themselves and
others at a variety of
levels, from a
family/classroom
level through to a
global level
o to reflect on what
they have learnt
about their identities,
their communities
and how places in the

world are
interdependent
o to listen to and reflect
on the words of
others in the class
In the media – what's in
the news?
o to research, discuss
and debate topical
issues, problems and
events
o about local and
national topical news
stories
o to understand and
distinguish between
fact and opinion
o to use enquiry
questions when
investigating topical
issues
o to evaluate how the
media present
information
o that different sources
of news select their
information to suit
their target audience
o about different ways
that information and
news can be
communicated
o to recognise that the
creation and
presentation of
information and news
involves responsibility
o to research, discuss

		and debate topical issues, problems and events o to explore how the media presents information o to work together in groups o to talk with a range of adults o to discuss, write about and explain their views on issues that affect themselves and society o that the actions people choose affect themselves and others o to try to see things from others' points of view o to use their imagination to understand other people's experiences o to create and sustain roles in a dramatic				
I. Values and	<u>Create challenge</u>	Create challenge	Create challenge	Create challenge	Create challenge	Create challenge
Behaviours	Resilience	Resilience	Resilience	Resilience	Resilience	Resilience
	Tenacity	Tenacity	Tenacity	Tenacity	Tenacity	Tenacity
	Perseverance	Perseverance	Perseverance	Perseverance	Perseverance	Perseverance
	Motivation	Motivation	Motivation	Motivation	Motivation	Motivation
	<u>Citizenship</u>	Citizenship	Citizenship	Citizenship	Citizenship	Citizenship
	Respect	Respect	Respect	Respect	Respect	Respect
	Active voice	Active voice	Active voice	Active voice	Active voice	Active voice

	Community	Community	Community	Community	Community	Community				
	Responsible	Responsible	Responsible	Responsible	Responsible	Responsible				
	Proud	Proud	Proud	Proud	Proud	Proud				
	Independent	Independent	Independent	Independent	Independent	Independent				
	Community awareness	Community awareness	Community	Community awareness	Community awareness	Community				
	· · · · · · · · · · · · · · · · · · ·		,	· ·	· ·	· ·				
	<u>Creative</u>	<u>Creative</u>	awareness	<u>Creative</u>	<u>Creative</u>	awareness				
	Global citizens	Global citizens	<u>Creative</u> Global citizens	Global citizens	Global citizens	<u>Creative</u>				
	Flourish	Flourish		Flourish	Flourish	Global citizens				
	Thrive	Thrive	Flourish	Thrive	Thrive	Flourish				
	10/10/20/20/20/20/20/20/20/20/20/20/20/20/20	1/2/11/12	Thrive		0 1 1 1 10 10 10 10 10 10 10 10 10 10 10	Thrive				
J. UNICEF/Pupil	12/13/26/27/31/40/41/42	1/2/11/19	17/28/29/30/33	6/7/8/14/15/16/23/24	3/4/5/9/10/18/20/21/22	32/34/36/37/38/39				
Charter Links										
K. British Values	Enable students to acquire a broad	Further tolerance and	An appreciation that	Enable students to	Encourage respect for	Enable students to				
Link	general knowledge of and respect	harmony between	living under the rule	develop their self-	democracy and support	distinguish right from				
	for public institutions and services	different cultural	of law protects	knowledge, self-esteem	for participation in the	wrong and to respect				
	in England.	traditions by enabling	individual citizens	and self-confidence;	democratic processes,	the civil and criminal				
	An understanding of how citizens	students to acquire an	and is essential for	encourage students to	including respect for the	law of England.				
	can influence decision-making	appreciation of and	their wellbeing and	accept responsibility	basis on which the law is	law of Eligiana.				
	through the democratic process;	respect for their own	safety.	for their behaviour,	made and applied in					
	an understanding that the freedom	and other cultures;	An understanding of	show initiative, and to	England.					
	to choose and hold other faiths and	encourage respect for	the	understand how they	An understanding that					
	beliefs is protected in law.	- ·		can contribute	_					
	An acceptance that other people	other people.	importance of identifying and	positively to the lives of	there is a separation of power between the					
			, 0	' '	P					
	having different faiths or beliefs to		combatting	those living and	executive and the					
	oneself (or having none) should be		discrimination.	working in the locality	judiciary, and that while					
	accepted and tolerated, and should			of the school and to	some public bodies such					
	not be the cause of prejudicial or			society more widely.	as the police and the					
	discriminatory behaviour.				army can be held to					
					account through					
					Parliament, others such					
					as the courts maintain					
					independence.					
L. British Values.	•	• include in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how								
Linked examples	1	democracy and the law works in Britain, in contrast to other forms of government in other countries; • ensure that all pupils within the school have a voice that is								
across the school	listened to, and demonstrate how de									
	use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view; • use teaching resources from a wide variety of sources to help pupils understand a range of faiths, and • consider the role of extra-									
	curricular activity, including any run d	irectly by pupils, in promot	ing fundamental British v	values.						
M. Cross-	- Character Building	- Character Building	- Character Building	- Character Building	- Character Building	- Character Building				

Curricular Links - Character Building - Wild Tribe - Residential	Wild TribeTeam BuildingPupil VoiceDecision MakingIndependent Learning	- Wild Tribe - Team Building - Pupil Voice - Decision Making - Independent Learning	- Wild Tribe - Team Building - Pupil Voice - Decision Making - Independent	- Wild Tribe - Team Building - Pupil Voice - Decision Making - Independent Learning	- Wild Tribe - Team Building - Pupil Voice - Decision Making - Independent Learning	- Wild Tribe - Residential - Team Building - Pupil Voice - Decision Making
- Team Building - Pupil Voice - Decision Making - Independent Learning - Outdoor Education	- Outdoor Education	- Outdoor Education	Learning - Outdoor Education	- Outdoor Education	- Outdoor Education	- Independent Learning - Outdoor Education
N. Assessment Pathway	Writing Evidence from unit Multi Media evidence Independent Writing Cross Curricular Writing Outdoors/ Role Play Assessment Notes- Sticky labels Annotations on planning Display.	Writing Evidence from unit Multi Media evidence Independent Writing Cross Curricular Writing Outdoors/ Role Play Assessment Notes- Sticky labels Annotations on planning Display.	Writing Evidence from unit Multi Media evidence Independent Writing Cross Curricular Writing Outdoors/ Role Play Assessment Notes- Sticky labels Annotations on planning Display.	Writing Evidence from unit Multi Media evidence Independent Writing Cross Curricular Writing Outdoors/ Role Play Assessment Notes- Sticky labels Annotations on planning Display.	Writing Evidence from unit Multi Media evidence Independent Writing Cross Curricular Writing Outdoors/ Role Play Assessment Notes- Sticky labels Annotations on planning Display.	Writing Evidence from unit Multi Media evidence Independent Writing Cross Curricular Writing Outdoors/ Role Play Assessment Notes- Sticky labels Annotations on planning Display.