



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/ UNICEF/ 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 PSHE UNICEF Healthy Schools British Values Policy 2015 SRE Policy Online Safety Policy

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 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 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 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

<p>D. SEAL</p>	<p>I know some more ways to calm myself down when I feel scared or upset. I can help to make the class a safe and fair place. 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. I know that I belong to a community. I know some ways to solve a problem. I can sometimes tell if other people are feeling sad or scared and I know how to make people feel better. I can help to make my class a good place to learn.</p>	<p>Say no to bullying I can tell you how someone who is bullied feels. I know that when you feel sad, it affects the way you behave and how you think. I can tell you what bullying is. I know some people in and out of school who I could talk to if I was feeling unhappy or being bullied. I know what to do if I am bullied. I can tell you some ways in which I am the same as and different from my friends. I am proud of the ways in which I am different. I can be kind to children who are bullied</p> <p>Getting on and falling 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 with a friend when we</p>	<p>I know we learn in different ways. I can choose a realistic goal. I can break a goal down into small steps. I can tell you some of my strengths as a learner. I can resist distractions. I can learn from my successes. I can tell you how I learn best. I can predict and understand the consequences of reaching my goal. I can say what I want to happen when there is a problem (set a goal). I can think of lots of different ideas or solutions.</p>	<p>I can tell when I am feeling worried or anxious. I can explain some things that help me stop worrying. I can tell you something that makes me feel proud. I can tell you about my gifts and talents. I can tell when I am feeling proud. I can help another person feel proud. I can use the problem-solving process.</p>	<p>I can tell when I am proud or jealous. I can think of ways to make me feel better when I feel hurt without hurting others. I understand that being unkind and hurting someone doesn't make me feel better I know the people who are important to me. I can tell you something that has made me jealous. I can feel proud on behalf of my friends when they have done something well.</p>	<p>I can tell you some things about me that have changed and some things that will not change. I know that some changes are natural and happen 'by themselves'. I know different ways that help me to learn to do things. I can tell you about changes that I can make happen. I can make some changes quickly and easily. I know that to make some changes is hard and takes a long time. I can tell you how I might change in the future.</p>
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		<p>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 problem-solving to sort out problems so both people feel OK.</p>				
<p>E. PSCH Skills</p> <ul style="list-style-type: none"> - Child Protection - Safeguarding - PREVENT - Risk Awareness - Anti Bullying - Behaviour 	<p>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.</p> <p>Safety Education Ask for and give permission. Respond with increasing confidence to new people and situations. Recognise potential and risks to safety of self and others from people, situations and in the environment. Ask for help from adults. Listen to the teacher and to a friend. Recognise and make safe choices</p>	<p>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 behaviour and decisions about personal safety. Respond assertively to teasing and bullying. Demonstrate tolerance and respect for others</p> <p>Online Safety http://www.thinkuknow.co.uk/</p>	<p>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.</p>	<p>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 group/classroom. Show some responsibility for self and others in and out of school.</p> <p>Healthy Eating Make simple choices e.g. between foods. Voices differences in opinion sensitively and courteously, say sorry,</p>	<p>Whole School Health Module http://www.e-bug.eu/</p>	<p>SRE Begin to manage feelings positively and effectively. Responding with increasing confidence to new people and situations. Make new friends and cope with losing friends. Take part in discussions about matters relating to their lives e.g. the school environment, bullying.</p>

	<p>based on right and wrong/good and bad</p> <p>Prevent Respect Key Stage One</p> <p>http://www.preventforschools.org/index.php?category_id=62</p>			<p>thank you.</p> <p>Ask questions and talk confidently with adults and peers about their thoughts and feelings</p> <p>Use simple vocabulary for describing personal effectiveness and setting personal goals.</p> <p>Recognise and respond to a variety of emotions themselves and others, such as jealousy, anger and excitement.</p> <p>Be able to express feelings in different ways and recognise the impact on others.</p> <p>Choose health options in relations to food, exercise, rest etc.</p> <p>Recognise their own and other people's feelings.</p> <p>Recognise that actions have consequences for themselves and others.</p> <p>Put themselves into their parents' shoes.</p> <p>Show care for others as well as themselves</p>		
<p>F. PSCH Knowledge</p> <ul style="list-style-type: none"> - Child Protection - Safeguarding - PREVENT - Risk Awareness - Anti Bullying 	<p>Child Protection</p> <p>Understand ideas of good and bad, and right and wrong.</p> <p>Know places that are safe, where to get help and the people in their community who can help them.</p> <p>Know the rules for keeping safe at home and at school, e.g. roads.</p> <p>Know that they have rights over</p>	<p>Anti-Bullying Education</p> <p>Know ways of coping with difficult emotions, fears and worries.</p> <p>Understand that pressure to take harmful or illegal substances may come from people they know</p>	<p>Drugs Education</p> <p>Know the people who look after them and their different roles and responsibilities.</p> <p>Know what bullying is and what to do if they experience or</p>	<p>Emotional Health and Well-Being</p> <p>Know some of the things, which can cause different emotions.</p> <p>Know what they are good at.</p> <p>Know when to keep a secret and when to tell.</p>	<p>Whole School Health Module</p> <p>http://www.e-bug.eu/</p>	<p>SRE</p> <p>Know that people have things in common but that every individual is unique.</p> <p>Understand how to be a friend and that friendships can</p>

<p>- Behaviour</p>	<p>their own bodies. Understand that there is a difference between accidental and purposeful hurting. Know the world immediately around them... Know about the jobs of adults in the classroom, school and round them.</p> <p>Safety Education Understand ideas of good and bad, right and wrong. Know what is safe to put into/onto the body and that all substances can be harmful. Know that all medicines are drugs but not all drugs are medicines. Know the rules for keeping safe at home and at school e.g. roads. Understand that there is a difference between accidental and purposeful hurting. Know how to behave in different situations.</p> <p>Emergency Life Support https://www.bhf.org.uk/publications/children-and-young-people/artie-beat-lifesavers</p> <p>Prevent Respect Key Stage One http://www.preventforschools.org/index.php?category_id=62</p>	<p>such as friends, relatives and neighbours Know how to deal with friendship problems. Know about bullying, why it happens, and its effects on people, how to deal with it and how to stop it happening. 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.</p> <p>Online Safety http://www.thinkuknow.co.uk/</p>	<p>see bullying. Know about the jobs of adults in the classroom, school and around them. Know what improves and harms their local environment and how they can look after it. Know about shops, services and advertising and what they do for us; know that they have to pay for what they buy.</p>	<p>Know that there are similarities and differences between people... cultural background etc. Understand that boys and girls can both do the same tasks and enjoy the same things. Know what bullying is and what to do if they experience or see bullying. Understand that people... have needs. Know that all people have the same basic needs, and the difference between needs and wants. Healthy Eating Know that there are similarities and differences between people.... Cultural background etc. Know the people who 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</p>		<p>change. Know the different groups to which they belong e.g. family, friends, school</p>
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				<p>weaknesses.</p> <p>Know that puberty brings changes in emotions.</p> <p>Know ways of coping with difficult emotions, fears and worries.</p> <p>Know how their strengths can help a group to perform a task.</p> <p>Know what makes them feel happy and positive about life; the influence of exercise, leisure, relationships on mental health.</p> <p>Know what we do that makes each other happy, sad and cross and what helps and what hinders friendships.</p> <p>Know about bullying, why it happens, and its effects on people, how to deal with it and how to stop it happening.</p> <p>Understand how media messages affect attitudes and can cause inequality of opportunity.</p> <p>Know sources of help, including helplines when facing problems.</p> <p>Understand why school rules are made and the consequences of breaking them; relate</p>		
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				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. PSCH 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.	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 Think about what is important to them in making choices. Enjoy life at school, acting confidently and	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.

				<p>appropriate.</p> <p>Have realistic aspirations when target setting.</p> <p>Look forward confidently to the transition to secondary school.</p> <p>Appreciate the importance of taking responsibility for themselves and their behaviour.</p> <p>Respect their own and others bodies.</p> <p>Consider the value of keeping healthy and different attitudes to health and illness.</p> <p>Accept responsibility for personal cleanliness.</p> <p>Develop a positive approach and self-motivation towards personal safety and risk-taking.</p> <p>Respect other peoples, decisions, rights and bodies.</p> <p>Consider why honesty, loyalty, understanding and respect are important in relationships.</p> <p>Appreciate home, school and community values.</p> <p>Be honest.</p> <p>Value their identity and</p>		
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				background and those of others.		
H. Citizenship		<p>Animals and us</p> <ul style="list-style-type: none"> ○ that all humans have needs ○ that all animals have needs ○ in group discussions, to take different views into account while developing their ideas ○ that pets need to be looked after ○ to organise their ideas into written sentences with a clear structure ○ that all animals should be treated with respect ○ that humans have a responsibility to ensure the well-being of animals, including minibeasts ○ to develop ground rules for wildlife areas <p>People who help us</p> <ul style="list-style-type: none"> ○ about the role of different people in the community who help us ○ that police officers and other people who help us are members of the communities they serve ○ that some people 				

		<p>who help us wear uniforms</p> <ul style="list-style-type: none"> ○ how to ask for help appropriately ○ to use word banks to develop vocabulary ○ to listen to others with concentration, remembering specific points ○ the basic roles of the police ○ about individual and collective responsibilities in relation to personal safety ○ the importance of rules and how they help us in different situations ○ about different forms of communication and how they can be used ○ to develop skills to keep themselves safe and to know what to do in an emergency 				
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I. Values and behaviours.	<u>Create challenge</u> Resilience Tenacity Perseverance Motivation <u>Citizenship</u> Respect Active voice <u>Community</u> Responsible Proud Independent Community awareness <u>Creative</u> Global citizens Flourish Thrive -	<u>Create challenge</u> Resilience Tenacity Perseverance Motivation <u>Citizenship</u> Respect Active voice <u>Community</u> Responsible Proud Independent Community awareness <u>Creative</u> Global citizens Flourish Thrive	<u>Create challenge</u> Resilience Tenacity Perseverance Motivation <u>Citizenship</u> Respect Active voice <u>Community</u> Responsible Proud Independent Community awareness <u>Creative</u> Global citizens Flourish Thrive	<u>Create challenge</u> Resilience Tenacity Perseverance Motivation <u>Citizenship</u> Respect Active voice <u>Community</u> Responsible Proud Independent Community awareness <u>Creative</u> Global citizens Flourish Thrive	<u>Create challenge</u> Resilience Tenacity Perseverance Motivation <u>Citizenship</u> Respect Active voice <u>Community</u> Responsible Proud Independent Community awareness <u>Creative</u> Global citizens Flourish Thrive	<u>Create challenge</u> Resilience Tenacity Perseverance Motivation <u>Citizenship</u> Respect Active voice <u>Community</u> Responsible Proud Independent Community awareness <u>Creative</u> Global citizens Flourish Thrive
J. UNICEF/Pupil Charter Links	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
K. British Values Link	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	Further tolerance and 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.	An appreciation that 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.	Enable students to 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.	Encourage respect for 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	Enable students to distinguish right from wrong and to respect the civil and criminal law of England.

	discriminatory behaviour.				army can be held to account through Parliament, others such as the courts maintain independence;	
L. British Values: Linked examples in across the school:	<ul style="list-style-type: none"> • 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 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 listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils; • 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 directly by pupils, in promoting fundamental British values. 					
M. Cross–Curricular Links - Character Building - Wild Tribe -Team building - Pupil Voice -Decision Making - Independent Learning - Outdoor Education	- Character Building - Wild Tribe -Team building - Pupil Voice -Decision Making - Independent Learning - Outdoor Education	- Character Building - Wild Tribe -Team building - Pupil Voice -Decision Making - Independent Learning - Outdoor Education	- Character Building - Wild Tribe -Team building - Pupil Voice -Decision Making - Independent Learning - Outdoor Education	- Character Building - Wild Tribe -Team building - Pupil Voice -Decision Making - Independent Learning - Outdoor Education	- Character Building - Wild Tribe -Team building - Pupil Voice -Decision Making - Independent Learning - Outdoor Education	- Character Building - Wild Tribe -Team building - Pupil Voice -Decision Making - 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.

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

		<p>when someone gives me a compliment. I can make someone else feel good by giving them a compliment. I can see things from someone else's point of 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.</p>	<p>differently to learn more effectively. I can tell you why things have been successful.</p>			
<p>E. PSHE Skills</p> <ul style="list-style-type: none"> - Child Protection - Safeguarding - PREVENT - Risk Awareness - Anti Bullying - Behaviour 	<p>Safety Education Recognise ways in which their own choices and behaviour affect others. Ask simple questions of a range of adults Show some responsibility for self and others in and out of school.</p> <p>Child Protection Recognise potential risks to safety of self and others from people, situations and in the environment. Recognise worth in others, and say why someone is special to them. Listen to the teacher and to a friend. Hold the attention of a listener. Ask simple questions of a range of</p>	<p>Anti-Bullying Education Recognise and respond to a variety of emotions in themselves and others. Be able to express feelings in different ways and recognise the impact on others Recognise unwanted influence and pressure from friends particularly in relation to smoking; and exercise some basic techniques for resisting. Recognise their own and other people's feelings. Recognise that actions</p>	<p>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.</p> <p>Whole School</p>	<p>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 group/classroom. Show some responsibility for self and others in and out of school.</p>	<p>SRE Begin to manage feelings positively and effectively. Responding with increasing confidence to new people and situations. Make new friends and cope with losing friends. Take part in discussions about matters relating to their lives e.g. the school environment, bullying.</p>	<p>Whole School Health Module http://www.e-bug.eu/</p>

	<p>adults. Show some responsibility for self and others in and out of school</p> <p>Prevent A Rich tapestry Key Stage One</p> <p>http://www.preventforschools.org/index.php?category_id=62</p>	<p>have consequences for themselves and others. Show care for others as well as for themselves. Develop skills needed for relationships e.g. listening, supporting, showing care. 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 .</p> <p>Online Safety http://www.thinkuknow.co.uk/</p>	<p>Health Module http://www.e-bug.eu/</p>	<p>Healthy Eating Make simple choices e.g. between foods. Voices differences in opinion sensitively and courteously, say sorry, thank you. Ask questions and talk confidently with adults and peers about their thoughts and feelings Use simple vocabulary for describing personal 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</p>		
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				others. Put themselves into their parents' shoes. Show care for others as well as themselves		
F. PSHE Knowledge - Child Protection - Safeguarding - PREVENT - Risk Awareness - Anti Bullying - Behaviour	Safety Education Know places that are safe, where to get help and the people in their community that can help them. Know the people who look after them and their different roles and responsibilities. Know the world immediately around them including local services, e.g. library, leisure centre, museum etc. Know about the jobs of adults in the classroom, school and around them. Child Protection Know when to keep a secret and when to tell. Know the people who look after them and their different roles and responsibilities. Know the different groups to which they belong e.g. family, friends, and school. Emergency Life Support https://www.bhf.org.uk/publications/children-and-young-people/artie-beat-lifesavers Prevent	Anti-Bullying Education Know what we do that makes each other happy, sad and cross, and what helps and what hinders friendships. Understand that rights bring responsibilities at home, at school and in the community. Online Safety http://www.thinkuknow.co.uk/	Drugs Education Know the people who look after them and their different roles and responsibilities. Know what bullying is and what to do if they experience or see bullying. Know about the jobs of adults in the classroom, school and around them. Know what improves and harms their local environment and how they can look after it. Know about shops, services and advertising and what they	Emotional Health and Well-Being Know some of the things, which can cause different emotions. Know what they are good at. Know when to keep a secret and when to tell. Know that there are similarities and differences between people... cultural background etc. Understand that boys and girls can both do the same tasks and enjoy the same things. Know what bullying is and what to do if they experience or see bullying. Understand that people... have needs. Know that all people have the same basic needs, and the difference between needs and wants.	SRE Know that people have things in common but that every individual is unique. Understand how to be a friend and that friendships can change. Know the different groups to which they belong e.g. family, friends, school	Whole School Health Module http://www.e-bug.eu/

	<p>A Rich tapestry Key Stage One</p> <p>http://www.preventforschools.org/index.php?category_id=62</p>		<p>do for us; know that they have to pay for what they buy.</p> <p>Whole School Health Module</p> <p>http://www.e-bug.eu/</p>	<p>Healthy Eating</p> <p>Know that there are similarities and differences between people.... Cultural background etc.</p> <p>Know the people who look after them and their different roles and responsibilities</p> <p>Know the choices open to them e.g. in food.</p> <p>Know that all people have the same basic needs, and the difference between needs and wants.</p> <p>Know what is special about them: abilities, interests, strengths and weaknesses.</p> <p>Know that puberty brings changes in emotions.</p> <p>Know ways of coping with difficult emotions, fears and worries.</p> <p>Know how their strengths can help a group to perform a task.</p> <p>Know what makes them feel happy and</p>		
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				<p>positive about life; the influence of exercise, leisure, relationships on mental health.</p> <p>Know what we do that makes each other happy, sad and cross and what helps and what hinders friendships.</p> <p>Know about bullying, why it happens, and its effects on people, how to deal with it and how to stop it happening.</p> <p>Understand how media messages affect attitudes and can cause inequality of opportunity.</p> <p>Know sources of help, including helplines when facing problems.</p> <p>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.</p> <p>Understand that rights bring responsibilities at home, at school and</p>		
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				in the community.		
G. PSHE Attitudes and Values - Child Protection - Safeguarding - PREVENT - Risk Awareness - Anti Bullying - Behaviour	Safety Education Care about keeping themselves and others safe. Begin to accept everyone as an individual. Respect other people's needs, feelings and opinions Be willing to care for others. Think about their responsibilities to their friends, class and family. Child Protection Be willing to care for others. Begin to accept everyone as an individual. Respect other people's needs, feelings and opinions. Care about keeping themselves and others safety. Prevent A Rich tapestry Key Stage One http://www.preventforschools.org/index.php?category_id=62	Anti-Bullying Education 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 Consider their developing responsibilities at school, with friends and within the family 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. Whole School Health Module http://www.e-bug.eu/	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 Think about what is important to them in making choices. Enjoy life at school, acting confidently and appropriate. Have realistic aspirations when	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.	Whole School Health Module http://www.e-bug.eu/

				<p>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.</p>		
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				Value their identity and background and those of others.		
H. Citizenship		Taking Part – developing skills of participation and communication <ul style="list-style-type: none"> ○ to understand what is involved in effective listening to listen to and respond to others ○ to take part in setting ground rules for the playground ○ to develop skills of discussion, negotiation and cooperation in a group ○ to take turns in discussions and take different views into account ○ to express opinions about a real-life issue ○ to recognise that there can be conflicting views and a need to compromise when making a decision ○ to take part in making a decision on a class or school issue ○ about choices that they can make in 				

		<p>solving problems</p> <ul style="list-style-type: none"> ○ to develop their understanding of the difference between right and wrong <p>to use drama to explore ways of dealing with issues</p> <p>Choices</p> <ul style="list-style-type: none"> ○ to recognise that they can make choices ○ the difference between right and wrong ○ what they like and dislike ○ what is fair and unfair ○ to share their opinions on matters that are important to them ○ to take part in discussions with one other person and the whole class ○ to resolve differences by looking at alternatives, making decisions and explaining choices ○ about strategies for making informed decisions ○ to consider alternatives, make 				
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		<p>decisions and explain their choices</p> <ul style="list-style-type: none"> ○ about rights and responsibilities when making decisions ○ about different influences that can affect choices ○ to discuss their views and communicate with others ○ that pressure to behave in an unacceptable way can come from a variety of sources, including people they know ○ that peer influence can be positive as well as negative ○ about different types of advert ○ that our resources are limited and we need to make choices ○ to understand that text on the same topic may contain different information, and to distinguish between fact and opinion ○ to evaluate how the media present information to their target audience ○ how choices affect us, 				
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		other people and the environment ○ to investigate and consider alternatives when making an informed choice ○ about the responsibility involved in making choices				
I. Values and behaviours.	<u>Create challenge</u> Resilience Tenacity Perseverance Motivation <u>Citizenship</u> Respect Active voice <u>Community</u> Responsible Proud Independent Community awareness <u>Creative</u> Global citizens Flourish Thrive	<u>Create challenge</u> Resilience Tenacity Perseverance Motivation <u>Citizenship</u> Respect Active voice <u>Community</u> Responsible Proud Independent Community awareness <u>Creative</u> Global citizens Flourish Thrive	<u>Create challenge</u> Resilience Tenacity Perseverance Motivation <u>Citizenship</u> Respect Active voice <u>Community</u> Responsible Proud Independent Community awareness <u>Creative</u> Global citizens Flourish Thrive	<u>Create challenge</u> Resilience Tenacity Perseverance Motivation <u>Citizenship</u> Respect Active voice <u>Community</u> Responsible Proud Independent Community awareness <u>Creative</u> Global citizens Flourish Thrive	<u>Create challenge</u> Resilience Tenacity Perseverance Motivation <u>Citizenship</u> Respect Active voice <u>Community</u> Responsible Proud Independent Community awareness <u>Creative</u> Global citizens Flourish Thrive	<u>Create challenge</u> Resilience Tenacity Perseverance Motivation <u>Citizenship</u> Respect Active voice <u>Community</u> Responsible Proud Independent Community awareness <u>Creative</u> Global citizens Flourish Thrive
J. UNICEF/Pupil Charter Links	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
K. British Values Link	Enable students to acquire a broad general knowledge of and respect for public institutions and services in England;	Further tolerance and harmony between different cultural traditions by enabling	An appreciation that living under the rule of law protects	Enable students to develop their self-knowledge, self-esteem and self-	Encourage respect for democracy and support for participation in the democratic processes,	Enable students to distinguish right from wrong and to respect the civil

	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.	students to acquire an appreciation of and respect for their own and other cultures. Encourage respect for other people.	individual citizens and is essential for their wellbeing and safety. An understanding of the importance of identifying and combatting discrimination.	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.	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;	and criminal law of England;
L. British Values: Linked examples across the school	<ul style="list-style-type: none"> • 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 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 listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils; • 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 directly by pupils, in promoting fundamental British values. 					
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

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.

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	<p>Provide children with a broad, balanced, stimulating and relevant curriculum which allows children every opportunity to develop into healthy and well-adjusted individuals.</p> <p>Encourage children to be creative thinkers who adopt a sustainable approach to life and learning by becoming good global citizens.</p>	<p>Provide children with a broad, balanced, stimulating and relevant curriculum which allows children every opportunity to develop into healthy and well-adjusted individuals.</p> <p>Encourage children to be creative thinkers who adopt a sustainable approach to life and learning by becoming good global citizens.</p>	<p>Provide children with a broad, balanced, stimulating and relevant curriculum which allows children every opportunity to develop into healthy and well-adjusted individuals.</p> <p>Encourage children to be creative thinkers who adopt a sustainable approach to life and learning by becoming good global citizens.</p>	<p>Provide children with a broad, balanced, stimulating and relevant curriculum which allows children every opportunity to develop into healthy and well-adjusted individuals.</p> <p>Encourage children to be creative thinkers who adopt a sustainable approach to life and learning by becoming good global citizens.</p>	<p>Provide children with a broad, balanced, stimulating and relevant curriculum which allows children every opportunity to develop into healthy and well-adjusted individuals.</p> <p>Encourage children to be creative thinkers who adopt a sustainable approach to life and learning by becoming good global citizens.</p>	<p>Provide children with a broad, balanced, stimulating and relevant curriculum which allows children every opportunity to develop into healthy and well-adjusted individuals.</p> <p>Encourage children to be creative thinkers who adopt a sustainable approach to life and learning by becoming good global citizens.</p>
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

	<p>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</p>	<p>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 others.</p> <p>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</p>	<p>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 strategies. I know that I am responsible for my own learning and behaviour. I can break down a goal into a number of steps and wait for the result. I know how others can help me to achieve my goals and how I can help others. I can tell you what</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
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		<p>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.</p>	<p>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</p>			
<p>E. PSHE Skills</p> <ul style="list-style-type: none"> - Child Protection - Safeguarding - PREVENT - Risk Awareness - Anti Bullying - Behaviour 	<p>Safety Education Show care for others as well as for themselves. Treat animals with care and sensitivity. Contribute to decision-making in a small group e.g. setting rules for the class and the school.</p> <p>Child Protection Put themselves in someone else's shoes e.g. people who are less fortunate than them Recognise the need to ask for support sometimes, and whom to ask and how.</p>	<p>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. Respond assertively to teasing and bullying. Demonstrate tolerance and respect for others.</p>	<p>Drugs Education Recognise the need to ask for support sometimes, and whom to ask and how. .Choose healthy options in relation to food, exercise, and rest e.g. Contribute to decisions-making in a small group e.g. setting rules for the class and the school. Put themselves in someone else's</p>	<p>Emotional Health and Well Being Use simple vocabulary for describing personal effectiveness and setting personal goals. Show care for others as well as themselves. Treat animals with care and sensitivity. Demonstrate tolerance and respect for others. Contribute to decision-making in a small group e.g. setting rules for the class and the school.</p>	<p>SRE Ask questions and talk confidently with adults and peers about their thoughts and feelings. Recognise the need to ask for support sometimes, and whom to ask and how. Show care for others as well as for themselves. Initiative friendships. Be able to express feelings in different ways and recognise the impact on others.</p>	<p>Whole School Health Module http://www.e-bug.eu/</p>

	<p>Prevent Everyone has a Right Key Stage Two</p> <p>http://www.preventforschools.org/index.php?category_id=62</p>	<p>Online Safety http://www.thinkuknow.co.uk/</p>	<p>shoes e.g. people who are less fortunate than them.</p> <p>Whole School Health Module http://www.e-bug.eu/</p>	<p>Healthy Eating Ask questions and talk confidently with adults and peers about their thoughts and feelings. Recognise their own and other people's feelings.</p>		
<p>F. PSICHE Knowledge</p> <ul style="list-style-type: none"> - Child Protection - Safeguarding - PREVENT - Risk Awareness - Anti Bullying - Behaviour 	<p>Safety Education Know sources of help, including helplines when facing problems.</p> <p>Child Protection Know sources of help, including helplines, when facing problems.</p> <p>Emergency Life Support http://www.sja.org.uk/sja/schools.aspx</p> <p>Prevent Everyone has a Right Key Stage Two</p> <p>http://www.preventforschools.org/index.php?category_id=62</p>	<p>Anti-Bullying Education Know how to deal with friendship problems. Know sources of help, including helplines, when facing problems.</p> <p>Online Safety http://www.thinkuknow.co.uk/</p>	<p>Drugs Education Know about a range of legal drugs encountered in everyday life including over-the-counter drugs such as aspirin, drugs prescribed as medicines, as well as tea, coffee, tobacco and alcohol, and have some understanding of their effects and their associated risks. Know school rules/safety rules relating to medicines, alcohol, tobacco, solvents and illegal drugs; know that discarded syringes and needles can be dangerous.</p> <p>Whole School Health Module http://www.e-bug.eu/</p>	<p>Emotional Health and Well Being Know how to deal with friendship problems. Know about bullying, why it happens, and its effects on people, how to deal with it and how to stop it happening. Know sources of help, including helplines when facing problems.</p> <p>Healthy Eating Know some of the options open to them in developing a healthy lifestyle now and in the future.</p>	<p>SRE Know what we do that makes each other happy, sad and cross, and what helps and what hinders friendships. Know sources of help when facing problems including helplines.</p>	<p>Whole School Health Module http://www.e-bug.eu/</p>

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 <ul style="list-style-type: none"> 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 				

		<p>geographical features on an outline map</p> <ul style="list-style-type: none"> 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 <p>Respect for property</p> <ul style="list-style-type: none"> o that stealing is wrong o that victims of crime may be affected in a number of ways 				
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		<ul style="list-style-type: none"> 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 				
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		<ul style="list-style-type: none"> 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 				
I. Values and behaviours	<u>Create challenge</u> Resilience Tenacity Perseverance Motivation <u>Citizenship</u> Respect Active voice <u>Community</u> Responsible Proud Independent Community awareness <u>Creative</u> Global citizens Flourish Thrive	<u>Create challenge</u> Resilience Tenacity Perseverance Motivation <u>Citizenship</u> Respect Active voice <u>Community</u> Responsible Proud Independent Community awareness <u>Creative</u> Global citizens Flourish Thrive	<u>Create challenge</u> Resilience Tenacity Perseverance Motivation <u>Citizenship</u> Respect Active voice <u>Community</u> Responsible Proud Independent Community awareness <u>Creative</u> Global citizens Flourish Thrive	<u>Create challenge</u> Resilience Tenacity Perseverance Motivation <u>Citizenship</u> Respect Active voice <u>Community</u> Responsible Proud Independent Community awareness <u>Creative</u> Global citizens Flourish Thrive	<u>Create challenge</u> Resilience Tenacity Perseverance Motivation <u>Citizenship</u> Respect Active voice <u>Community</u> Responsible Proud Independent Community awareness <u>Creative</u> Global citizens Flourish Thrive	<u>Create challenge</u> Resilience Tenacity Perseverance Motivation <u>Citizenship</u> Respect Active voice <u>Community</u> Responsible Proud Independent Community awareness <u>Creative</u> Global citizens Flourish Thrive
J. UNICEF/Pupil Charter Links	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
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	<p>general knowledge of and respect for public institutions and services in England.</p> <p>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.</p> <p>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.</p>	<p>harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures.</p> <p>Encourage respect for other people.</p>	<p>living under the rule of law protects individual citizens and is essential for their wellbeing and safety.</p> <p>An understanding of the importance of identifying and combatting discrimination.</p>	<p>develop their self-knowledge, self-esteem and self-confidence.</p> <p>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.</p>	<p>democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.</p> <p>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.</p>	<p>distinguish right from wrong and to respect the civil and criminal law of England.</p>
L. British Values: Linked examples across the school	<p>• 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 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 listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils; • 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 directly by pupils, in promoting fundamental British values.</p>					
M. Cross-Curricular Links - Character Building - Wild Tribe - Residential - Team Building - Pupil Voice - Decision Making - Independent Learning - Outdoor Education	<p>- Character Building</p> <p>- Wild Tribe</p> <p>- Residential</p> <p>- Team Building</p> <p>- Pupil Voice</p> <p>- Decision Making</p> <p>- Independent Learning</p> <p>- Outdoor Education</p>	<p>- Character Building</p> <p>- Wild Tribe</p> <p>- Residential</p> <p>- Team Building</p> <p>- Pupil Voice</p> <p>- Decision Making</p> <p>- Independent Learning</p> <p>- Outdoor Education</p>	<p>- Character Building</p> <p>- Wild Tribe</p> <p>- Residential</p> <p>- Team Building</p> <p>- Pupil Voice</p> <p>- Decision Making</p> <p>- Independent Learning</p> <p>- Outdoor Education</p>	<p>- Character Building</p> <p>- Wild Tribe</p> <p>- Residential</p> <p>- Team Building</p> <p>- Pupil Voice</p> <p>- Decision Making</p> <p>- Independent Learning</p> <p>- Outdoor Education</p> <p>-</p>	<p>- Character Building</p> <p>- Wild Tribe</p> <p>- Residential</p> <p>- Team Building</p> <p>- Pupil Voice</p> <p>- Decision Making</p> <p>- Independent Learning</p> <p>- Outdoor Education</p>	<p>- Character Building</p> <p>- Wild Tribe</p> <p>- Residential</p> <p>- Team Building</p> <p>- Pupil Voice</p> <p>- Decision Making</p> <p>- Independent Learning</p> <p>- Outdoor Education</p>

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.
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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.	<p>Creating an enjoyable and creative curriculum that meets the learning needs of children.</p> <p>Working positively with stakeholders and partners to provide an integrated educational experience for children and families.</p>	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	<p>Provide children with a broad, balanced, stimulating and relevant curriculum which allows children every opportunity to develop into healthy and well-adjusted individuals.</p> <p>Encourage children to be creative thinkers who adopt a sustainable approach to life and learning by becoming good global citizens</p>	<p>Provide children with a broad, balanced, stimulating and relevant curriculum which allows children every opportunity to develop into healthy and well-adjusted individuals.</p> <p>Encourage children to be creative thinkers who adopt a sustainable approach to life and learning by becoming good global citizens</p>	<p>Provide children with a broad, balanced, stimulating and relevant curriculum which allows children every opportunity to develop into healthy and well-adjusted individuals.</p> <p>Encourage children to be creative thinkers who adopt a sustainable approach to life and learning by becoming good global citizens</p>	<p>Provide children with a broad, balanced, stimulating and relevant curriculum which allows children every opportunity to develop into healthy and well-adjusted individuals.</p> <p>Encourage children to be creative thinkers who adopt a sustainable approach to life and learning by becoming good global citizens</p>	<p>Provide children with a broad, balanced, stimulating and relevant curriculum which allows children every opportunity to develop into healthy and well-adjusted individuals.</p> <p>Encourage children to be creative thinkers who adopt a sustainable approach to life and learning by becoming good global citizens</p>	<p>Provide children with a broad, balanced, stimulating and relevant curriculum which allows children every opportunity to develop into healthy and well-adjusted individuals.</p> <p>Encourage children to be creative thinkers who adopt a sustainable approach to life and learning by becoming good global citizens</p>

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

		<p>feelings of anger. I can tell you some ways I can stop myself being overwhelmed by feelings of anger. I know how it feels to be overwhelmed by feelings of anger. I can take on a role in a group and contribute to the overall outcome. I can discuss in a group how well we are working together. I can use peaceful problem solving to sort out difficulties.</p>	<p>am going to apply what I have learned. I can tell you how I keep going even when the task is difficult or boring. I know when to keep trying and when to try something else. I can understand that some thoughts help me reach my goal and some are a barrier. I can recognise when I find learning difficult and persevere when I need to.</p>	<p>stressed. I can stop and think before I act.</p>		
<p>E PSHE Skills</p> <ul style="list-style-type: none"> - Child Protection - Safeguarding - PREVENT - Risk Awareness - Anti Bullying - Behaviour 	<p>Safety Education Use different ways to communicate and express personal and group views about social and environmental issues. Ask questions and talk confidently with adults and peers about their thoughts and feelings. Use simple vocabulary for describing personal effectiveness and setting personal goals. Recognise the need to ask for support sometimes, and whom to ask and how</p> <p>Child Protection Ask questions and talk confidently with adults and peers about their thoughts and feelings.</p>	<p>Anti-Bullying Education Recognise and respond to a variety of emotions in themselves and others. Be able to express feelings in different ways and recognise the impact on others. Recognise risk in different situations and make judgements about behaviour and decisions about personal safety. Recognise their own and other people's feelings. Show care for others as well as for themselves.</p>	<p>Drugs Education Show care for others as well as for themselves. Respond assertively to teasing and bullying. Use different ways to communicate and express personal and group views about social and environmental issues.</p> <p>Whole School Health Module http://www.e-bug.eu/</p>	<p>Emotional Health and Well-Being Ask questions and talk confidently with adults and peers about their thoughts and feelings. 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.</p>	<p>SRE Recognise their own and other people's feelings. Resolve problems/conflicts democratically through discussion, using different approaches to decision-making and reaching consensus.</p>	<p>Whole School Health Module http://www.e-bug.eu/</p>

	<p>Express positive things about themselves and others.</p> <p>Prevent Everyone has a Right Key Stage Two</p> <p>http://www.preventforschools.org/index.php?category_id=62</p>	<p>Develop skills needed for relationships e.g. listening, supporting, showing care</p> <p>Online Safety http://www.thinkuknow.co.uk/</p>		<p>Healthy Eating Use different ways to communicate and express personal and group views about social and environmental issues. Contribute to decision-making in a small group e.g. setting rules for the class and the school.</p>		
<p>F. PSHE Knowledge</p> <ul style="list-style-type: none"> - Child Protection - Safeguarding - PREVENT - Risk Awareness - Anti Bullying - Behaviour 	<p>Safety Education Know what is special about them: abilities, interests, strengths and weaknesses. Know the range of jobs and work roles carried out by people they know and what they like/dislike about those jobs. Know about a range of legal drugs encountered in everyday life including over-the-counter-drugs such as aspirin, drugs prescribed as medicines, as well as tea, coffee, tobacco and alcohol, and have some understanding of their effects and their associated risks. Know about bullying, why it happens, and its effects on people, how to deal with it and how to stop it happening.</p> <p>Emergency Life Support http://www.sja.org.uk/sja/schools.aspx</p> <p>Prevent Everyone has a Right Key Stage Two</p>	<p>Anti-Bullying Education 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.</p> <p>Online Safety http://www.thinkuknow.co.uk/</p>	<p>Drugs Education Know ways of coping with difficult emotions, fears and worries. Know some of the options open to them in developing a healthy lifestyle now and in the future.</p> <p>Whole School Health Module http://www.e-bug.eu/</p>	<p>Emotional Health and Well-Being 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.</p> <p>Healthy Eating Know about different cultural practices in health and hygiene. Understand how they and others can cause changes for the better or for worse especially in their immediate surroundings and also in their wider community.</p>	<p>SRE Develop understanding of different types of relationships including marriage, and know that there are many different patterns of friendship. Understand what families are and what members expect of each other. Know how to deal with friendship problems</p>	<p>Whole School Health Module http://www.e-bug.eu/</p>

	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 <ul style="list-style-type: none"> ○ to recognise and show respect for similarities and differences ○ about identities and the things that contribute to our identity, including our 				

		<p>membership of different groups</p> <ul style="list-style-type: none"> ○ to take turns in speaking and to respond appropriately to others ○ that all children have basic needs and rights as human beings, regardless of their gender, ethnicity, size, ability, etc ○ to develop strategies to deal with prejudice, including racism, and to support others who encounter it ○ about different communities, including family and school ○ to discuss and communicate their feelings and opinions about their communities ○ to recognise and respect diversity within their communities ○ to work in pairs or small groups to share their views ○ about different places, drawing on their own and others' experience ○ to devise an enquiry 				
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		<p>into life in another type of community</p> <ul style="list-style-type: none"> ○ that there are similarities, as well as differences, between communities in other parts of the world and our own ○ to find evidence that they live in an interdependent world ○ that their actions affect themselves and others at a variety of levels, from a family/classroom level through to a global level ○ to reflect on what they have learnt about their identities, their communities and how places in the world are interdependent ○ to listen to and reflect on the words of others in the class <p>Human rights – Children’s rights</p> <ul style="list-style-type: none"> ○ to understand the difference between wants, needs and rights ○ about basic human rights ○ that rights come with responsibilities 				
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		<ul style="list-style-type: none"> 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 o to understand the nature and 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 				
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		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 behaviours	<u>Create challenge</u> Resilience Tenacity Perseverance Motivation <u>Citizenship</u> Respect Active voice <u>Community</u> Responsible Proud Independent Community awareness <u>Creative</u> Global citizens Flourish Thrive	<u>Create challenge</u> Resilience Tenacity Perseverance Motivation <u>Citizenship</u> Respect Active voice <u>Community</u> Responsible Proud Independent Community awareness <u>Creative</u> Global citizens Flourish Thrive	<u>Create challenge</u> Resilience Tenacity Perseverance Motivation <u>Citizenship</u> Respect Active voice <u>Community</u> Responsible Proud Independent Community awareness <u>Creative</u> Global citizens Flourish Thrive	<u>Create challenge</u> Resilience Tenacity Perseverance Motivation <u>Citizenship</u> Respect Active voice <u>Community</u> Responsible Proud Independent Community awareness <u>Creative</u> Global citizens Flourish Thrive	<u>Create challenge</u> Resilience Tenacity Perseverance Motivation <u>Citizenship</u> Respect Active voice <u>Community</u> Responsible Proud Independent Community awareness <u>Creative</u> Global citizens Flourish Thrive	<u>Create challenge</u> Resilience Tenacity Perseverance Motivation <u>Citizenship</u> Respect Active voice <u>Community</u> Responsible Proud Independent Community awareness <u>Creative</u> Global citizens Flourish Thrive
J.UNICEF/Pupil Charter Links	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

K. British Values Link	<p>Enable students to acquire a broad general knowledge of and respect for public institutions and services in England.</p> <p>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.</p> <p>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</p>	<p>Further tolerance and 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.</p>	<p>An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.</p> <p>An understanding of the importance of identifying and combatting discrimination.</p>	<p>Enable students to 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.</p>	<p>Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.</p> <p>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.</p>	<p>Enable students to distinguish right from wrong and to respect the civil and criminal law of England.</p>
L. British Values: Linked examples across the school	<ul style="list-style-type: none"> • 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 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 listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils; • 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 directly by pupils, in promoting fundamental British values. 					
M. Cross-Curricular Links - Character Building - Wild Tribe - Team Building - Pupil Voice - Decision Making - Independent Learning - Outdoor Education	- Character Building - Wild Tribe - Team Building - Pupil Voice - Decision Making - Independent Learning - Outdoor Education	- Character Building - Wild Tribe - Team Building - Pupil Voice - Decision Making - Independent Learning - Outdoor Education	- Character Building - Wild Tribe - Team Building - Pupil Voice - Decision Making - Independent Learning - Outdoor Education	- Character Building - Wild Tribe - Team Building - Pupil Voice - Decision Making - Independent Learning - Outdoor Education	- Character Building - Wild Tribe - Team Building - Pupil Voice - Decision Making - Independent Learning - Outdoor Education	- Character Building - Wild Tribe - Team Building - Pupil Voice - Decision Making - 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.
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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 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 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 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

	<p>I understand the need for rules in society and why we have the rules we do in school.</p> <p>If I don't agree with something in school I know how to go about trying to change things.</p> <p>I have some strategies to cope with uncomfortable feelings and to calm myself when necessary.</p> <p>I know how others may be feeling when they are in an unfamiliar situation and can help them to feel valued and welcomed.</p> <p>I know that I am valued at school.</p> <p>I understand how it feels to do or start something new, and why.</p> <p>I can explain how I go about solving a problem and can give you an example of a problem I have solved.</p> <p>I know some of the things that help us in school to learn and play well together</p>	<p>name-calling can be bullying behaviours.</p> <p>I can explain the difference between direct and indirect types of bullying.</p> <p>I can explain some of the ways in which one person (or group of people) can have power over another.</p> <p>I know some of the reasons why people use bullying behaviours.</p> <p>I know some ways to encourage children who use bullying behaviours to make other choices.</p> <p>I can tell you a range of strategies which I have for managing my feelings in bullying situations and for problem solving when I am part of one.</p> <p>Getting on and falling out</p> <p>I know that my relationships are all different and that different ways of behaving are appropriate to different types of relationships.</p> <p>I can accept and appreciate people's friendship and try not to demand more than they are able or wish to give.</p> <p>I can say things and do</p>	<p>I can set myself a goal or challenge.</p> <p>I know the skills and attributes of an effective learner.</p> <p>I can be a critical friend to others and myself.</p> <p>I can recognise and celebrate my own achievements.</p> <p>I know what some of the people in my class like or admire about me.</p> <p>I can set myself a goal or challenge.</p> <p>I can apply what I have learned.</p> <p>I can tell you what I need to learn next.</p>	<p>when things are going wrong.</p> <p>I can tell the difference between showing I am proud and boasting.</p> <p>I know that boasting can make other people feel inadequate or useless.</p> <p>I can explain how I am feeling even if I have mixed feelings.</p> <p>I can make a judgement about whether to take a risk.</p> <p>I can disagree with someone without falling out.</p> <p>I can cope when someone disagrees with me.</p> <p>I understand that sometimes the feeling part of my brain takes over and I might make mistakes.</p> <p>I can understand how my strong feelings might build up and how I might be overwhelmed by my feelings.</p> <p>I can recognise when I am beginning to be overwhelmed by my feelings and can use a calming-down strategy.</p>	<p>I can tell you about a time when I felt embarrassed and what it felt like.</p> <p>I know some things to do when I feel embarrassed that will not make things worse.</p> <p>I can use a problem-solving approach to sort out an embarrassing situation.</p> <p>I can think about what embarrasses me and learn something about me that I didn't know before.</p> <p>I have helped someone who felt embarrassed.</p> <p>I know how to make people feel good about themselves.</p> <p>I can recognise when I am using a put-down.</p> <p>I can recognise stereotyping.</p> <p>I can try to challenge stereotypes.</p>	<p>our responses when experiencing loss.</p> <p>I understand how it might feel when a change takes you away from familiar people and places.</p> <p>I can try to understand why people might behave the way they do when they are facing a difficult change.</p> <p>I know how change can interfere with our feeling of belonging and can make us feel insecure and unconfident.</p> <p>I know that sometimes there can be positive outcomes from changes that we didn't welcome initially.</p> <p>I can tell you some of my own 'sore spots'.</p> <p>I can recognise when I might over-react because someone has touched a 'sore spot'.</p> <p>I recognise that my behaviour is my responsibility, even when someone has touched a 'sore spot'.</p> <p>I know that people respond differently to changes and challenges.</p>
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		<p>things that are likely to make a difficult situation better.</p> <p>I can tell you things that I or other people sometimes do or say in a conflict situation that usually make things worse.</p> <p>I can use my skills for solving problems peacefully to help other people resolve conflict</p> <p>I know: what my triggers are for anger; what happens when I get angry; what happens when I am overwhelmed by my feelings of anger; some ways to calm myself down.</p> <p>I can consider both the short-term and long-term consequences of my behaviour in order to make a wise choice when I am feeling angry.</p> <p>I know I am responsible for the choices I make and the way I behave, even if I am very angry.</p> <p>I can tell you some things that a good leader should do.</p>				
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

<ul style="list-style-type: none"> - Child Protection - Safeguarding - PREVENT - Risk Awareness - Anti Bullying - Behaviour 	<p>food safety and menstruation. Recognise risk in different situations and make judgements about behaviour and decisions about personal safety. Identify hazards to health and safety at home, at school in the environment. Recognise that actions have consequences for themselves and others.</p> <p>Child Protection Decide who has access to their bodies. Recognise risk in different situations and make judgments about behaviour and decisions about personal safety. Recognise that actions have consequences for themselves and others.</p> <p>Prevent The Growth of Culture Key Stage Two http://www.preventforschools.org/index.php?category_id=62</p>	<p>problems/conflicts democratically through discussion, using different approaches to decision-making and reaching consensus. Recognise that actions have consequences for themselves and others.</p> <p>Online Safety http://www.thinkuknow.co.uk/</p>	<p>challenge stereotypes. Ask questions and talk confidently with adults and peers about their thoughts and feelings. Recognise risk in different situations and make judgements about behaviour and decisions about personal safety. Recognise unwanted influence and pressure from friends particularly in relation to smoking; and exercise some basic techniques for resisting. Identify hazards to health and safety at home, at school and in the environment. Recognise that actions have consequences for themselves and others.</p> <p>Whole School Health Module http://www.e-bug.eu/</p>	<p>Recognise the need to ask for support sometimes, and whom to ask and how. Recognise and respond to a variety of emotions themselves and others, such as jealousy, anger and excitement.</p> <p>Healthy Eating Manage hygiene procedures e.g. food safety, menstruation. Discuss and ask questions about changing bodily needs.</p>	<p>about current interests and choices they will have to make in the future. Decide who has access to their bodies. Develop skills needed for relationships e.g. listening, supporting, showing care. Demonstrate tolerance and respect for others. Recognise and respond to a variety of emotions in themselves and others, such as jealousy, anger, excitement.</p>	<p>http://www.e-bug.eu/</p> <p>Transgender Guidance http://www.schools-out.org.uk/</p>
F. PSHE Knowledge	Safety Education Understand what families are and	Anti Bullying Education Understand why school	Drugs Education Know that some	Emotional Health and Well Being	SRE Know that puberty	Whole School Health Module

<p>- Child Protection - Safeguarding - PREVENT - Risk Awareness - Anti Bullying - Behaviour</p>	<p>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; know that discarded syringes and needles can be dangerous.</p> <p>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.</p> <p>Emergency Life Support http://www.sja.org.uk/sja/schools.aspx</p> <p>Prevent The Growth of Culture Key Stage Two http://www.preventforschools.org/index.php?category_id=62</p>	<p>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.</p> <p>Online Safety http://www.thinkuknow.co.uk/</p>	<p>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.</p> <p>Whole School</p>	<p>Know that puberty brings changes in emotions. Know ways of coping with difficult emotions, fears and worries. 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. Healthy Eating Know that people live their lives in different ways 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.</p>	<p>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.</p>	<p>http://www.e-bug.eu/</p> <p>Transgender Guidance http://www.schools-out.org.uk/</p>
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			Health Module http://www.e-bug.eu/			
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/	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? <ul style="list-style-type: none"> o about rules and laws and why they are needed o about the importance of rules o about democracy and how they can take 	Looking after my money identify reasons for and ways of keeping money safe explain the importance of keeping financial records make a simple			

		<p>part in decision-making</p> <ul style="list-style-type: none"> o to take turns in 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 <p>Local democracy for young citizens</p> <ul style="list-style-type: none"> o about their local community and how it has changed over time o why the place is 	financial plan to save money for a specific purchase			
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		<p>located where it is, and about people who have contributed to its development</p> <ul style="list-style-type: none"> 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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		<p>or against an issue in public and to vote on it</p> <ul style="list-style-type: none"> o 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	<p><u>Create challenge</u></p> <p>Resilience Tenacity Perseverance Motivation <u>Citizenship</u> Respect Active voice <u>Community</u> Responsible Proud Independent Community awareness <u>Creative</u> Global citizens Flourish Thrive</p>	<p><u>Create challenge</u></p> <p>Resilience Tenacity Perseverance Motivation <u>Citizenship</u> Respect Active voice <u>Community</u> Responsible Proud Independent Community awareness <u>Creative</u> Global citizens Flourish Thrive</p>	<p><u>Create challenge</u></p> <p>Resilience Tenacity Perseverance Motivation <u>Citizenship</u> Respect Active voice <u>Community</u> Responsible Proud Independent Community awareness <u>Creative</u> Global citizens Flourish Thrive</p>	<p><u>Create challenge</u></p> <p>Resilience Tenacity Perseverance Motivation <u>Citizenship</u> Respect Active voice <u>Community</u> Responsible Proud Independent Community awareness <u>Creative</u> Global citizens Flourish Thrive</p>	<p><u>Create challenge</u></p> <p>Resilience Tenacity Perseverance Motivation <u>Citizenship</u> Respect Active voice <u>Community</u> Responsible Proud Independent Community awareness <u>Creative</u> Global citizens Flourish Thrive</p>	<p><u>Create challenge</u></p> <p>Resilience Tenacity Perseverance Motivation <u>Citizenship</u> Respect Active voice <u>Community</u> Responsible Proud Independent Community awareness <u>Creative</u> Global citizens Flourish Thrive</p>
J. UNICEF/Pupil Charter Links	12/13/26/37/31/40/41/42	1/2/11/19	17/28/29/30/33	6/7/8/14/15/6/23/24	3/4/5/9/10/18/20/21/22	32/34/36/37/38/39
K. British Values Link	Enable students to acquire a broad general knowledge of and respect for public institutions and services in England.	Further tolerance and harmony between different cultural traditions by enabling	An appreciation that living under the rule of law protects individual citizens	Enable students to develop their self-knowledge, self-esteem and self-	Encourage respect for democracy and support for participation in the democratic processes,	Enable students to distinguish right from wrong and to respect the civil and criminal

	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;	students to acquire an appreciation of and respect for their own and other cultures. Encourage respect for other people.	and is essential for their wellbeing and safety; An understanding of the importance of identifying and combatting discrimination.	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.	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.	law of England.
L. British Values: Linked examples across the school	<ul style="list-style-type: none"> 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 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 listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils; 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 directly by pupils, in promoting fundamental British values. 					
M. Cross–Curricular Links - Character Building - Wild Tribe - Team Building - Pupil Voice - Decision Making - Independent Learning - Outdoor Education	- Character Building - Wild Tribe - Team Building - Pupil Voice - Decision Making - Independent Learning - Outdoor Education	- Character Building - Wild Tribe - Team Building - Pupil Voice - Decision Making - Independent Learning - Outdoor Education	- Character Building - Wild Tribe - Team Building - Pupil Voice - Decision Making - Independent Learning - Outdoor Education	- Character Building - Wild Tribe - 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 - Team Building - Pupil Voice - Decision Making - Independent Learning - Outdoor Education
N. Assessment Pathway	Writing Evidence from unit Multi Media evidence Independent Writing Cross Curricular Writing	Writing Evidence from unit Multi Media evidence Independent Writing	Writing Evidence from unit Multi Media evidence	Writing Evidence from unit Multi Media evidence Independent Writing	Writing Evidence from unit Multi Media evidence Independent Writing	Writing Evidence from unit Multi Media evidence Independent Writing

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

	<p>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.</p>	<p>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 situations and problem solving when I am part of one.</p> <p>Getting on and falling out 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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>I know that it is natural to be wary 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.</p>
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		<p>I try to recognise when I, or other people, are pre-judging people, and I make an effort to overcome my own assumptions.</p> <p>I know how it might feel to be excluded or treated badly because of being different in some way.</p> <p>I know that it is important in a conflict situation to talk about what someone has done or said, not the person themselves.</p> <p>I can use language ('I messages') that does not make conflict situations worse.</p> <p>I am able to see a situation from another person's perspective.</p> <p>I know how my behaviour is linked to my thoughts and feelings.</p> <p>I can stop and try to get an accurate picture before I act.</p> <p>I know:</p> <ul style="list-style-type: none"> 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. 				
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<p>E. PSHE Skills</p> <ul style="list-style-type: none"> - Child Protection - Safeguarding - PREVENT - Risk Awareness - Anti Bullying - Behaviour 	<p>Safety Education Put themselves into their parents' shoes. Interview adults to find out about job roles or tasks. Transfer a skill learned in one situation to another context</p> <p>Child Protection Transfer a skill learned in one situation to another context.</p> <p>Prevent The Growth of Culture Key Stage Two</p> <p>http://www.preventforschools.org/index.php?category_id=62</p>	<p>Anti-Bullying Education Recognise unwanted influence and pressure from friends particularly in relation to smoking; and exercise some basic techniques for resisting. Put themselves in someone else's shoes e.g. people who are less fortunate than them.</p> <p>Online Safety http://www.thinkuknow.co.uk/</p>	<p>Drugs Education Put themselves into their parents' shoes. Recognise when choices are affected by the media and other influences.</p> <p>Careers Ask questions and talk confidently with adults and peers about their thoughts and feelings. Record information about current interests and choices 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.</p>	<p>Emotional Health and Well-Being Express positive things about themselves. Prepare for and manage the change to secondary school. Put themselves into their parents' shoes.</p> <p>Healthy Eating Choose healthy options in relation to food, exercise, rest etc.</p>	<p>SRE Recognise risk in different situations and make judgements about behaviour and decisions about personal safety. Recognise that actions have consequences for themselves and others. Recognise when choices are affected by the media and other influences.</p>	<p>Whole School Health Module http://www.e-bug.eu/</p> <p>Transgender Guidance http://www.schools-out.org.uk/</p>
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			<p>Interview adults to find out about job roles or tasks.</p> <p>Recognise their own and other people's feelings.</p> <p>Recognise that actions have consequences for themselves and others.</p> <p>Put themselves into their parents' shoes.</p> <p>Show care for others as well as for themselves. Develop skills needed for relationships e.g. listening, supporting, showing care.</p> <p>Respond assertively to teasing and bullying.</p> <p>Recognise and challenge stereotypes.</p> <p>Demonstrate tolerance and respect for others.</p> <p>Put themselves in someone else's shoes e.g. people who are less fortunate than them.</p> <p>Resolve problems/conflicts democratically through discussion, using different approaches to</p>			
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			decision-making and reaching consensus. Recognise when choices are affected by the media and other influences.			
F. PSHE Knowledge - Child Protection - Safeguarding - PREVENT - Risk Awareness - Anti Bullying - Behaviour	Safety Education Know basic emergency aid procedures and where to get help in different situations. Know about local voluntary and community groups and what they do. Emergency Life Support http://www.sja.org.uk/sja/schools.aspx Prevent The Growth of Culture Key Stage Two http://www.preventforschools.org/index.php?category_id=62	Anti Bullying Education Know ways of coping with difficult emotions, fears and worries. Understand that pressure to take harmful or illegal substances may come from people they know such as friends, relatives and neighbours. Online Safety http://www.thinkuknow.co.uk/	Drugs Education Know basic emergency aid procedures and where to get help in different situations. Know how advertising influences supply and demand. Careers Know what is special about them: abilities, interests, strengths and weaknesses. Know ways of coping with difficult emotions, fears and worries. Know the range of jobs and work roles carried out by people they know and what they like/dislike about those jobs. Know the range of knowledge, skills and personal qualities required for different types of work. Know how their strengths can help a group to perform a	Emotional Health and Well- Being Understand how media messages affect attitudes and can cause inequality of opportunity Know how their strengths can help a group to perform a task. Know what is special about them: abilities, interests, strengths and weaknesses. Healthy Eating Know that people's responses to ideas and events may be determined by age, religion, culture. Understand that groups have different views: peers, parents, teachers etc. and people of different faiths and cultures. Understand how their spending decision affects them personally, the local economy, the environment and	SRE Know what makes them feel unhappy and positive about life: the influence of exercise, leisure, relationships on mental health. Know that body changes are a preparation for sexual maturity, and understand the processes of conception and birth. Know about the range of human variation, understand what is meant by 'normality' and know that differences between people can be caused by their genes and environment. Know that human sexuality is expressed in different ways, understand what it means and have some words to describe it.	Whole School Health Module http://www.e-bug.eu/ Transgender Guidance http://www.schools-out.org.uk/

			<p>task.</p> <p>Know that people's responses to ideas and events may be determined by age, 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.</p>	<p>people in other parts of the world.</p> <p>Know how advertising influences supply and demand.</p>		
<p>G. PSHE Attitudes and Values</p> <ul style="list-style-type: none"> - Child Protection - Safeguarding - PREVENT - Risk Awareness - Anti Bullying - Behaviour 	<p>Safety Education</p> <p>Consider their developing responsibilities at school, with friends and within the family. Show interest in their local community and show a wider sense of social responsibility.</p> <p>Prevent</p> <p>The Growth of Culture Key Stage Two</p> <p>http://www.preventforschools.org/index.php?category_id=62</p>	<p>Anti-Bullying Education</p> <p>Respect other people's feelings, decisions, rights and bodies. Appreciate the importance of taking responsibility for themselves and their behaviour.</p> <p>Online Safety</p> <p>http://www.thinkuknow.co.uk/</p>	<p>Drugs Education</p> <p>Recognise that some role models for young people take drugs e.g. in sports, and explore feelings about them.</p> <p>Careers</p> <p>Have realistic aspirations when target setting. Value opportunities for new experiences in and out of school, including opportunities to</p>	<p>Emotional Health and Well Being</p> <p>Look forward confidently to the transition to secondary school.</p> <p>Healthy Eating</p> <p>Consider the value of keeping healthy and different attitudes to health and illness. Accept responsibility for personal cleanliness.</p>	<p>SRE</p> <p>Appreciate different ways of loving and the importance of love in relationships. Appreciate that similarities and differences between people are the result of many factors.</p>	<p>Whole School Health Module</p> <p>http://www.e-bug.eu/</p> <p>Transgender Guidance</p> <p>http://www.schools-out.org.uk/</p>

			<p>meet adults other than teachers.</p> <p>Appreciate the importance of taking responsibility for themselves and their behaviour.</p> <p>Respect other people's work and career choices.</p> <p>Accept responsibility for personal cleanliness.</p> <p>Respect other people's feelings, decisions, rights and bodies.</p> <p>Consider why honesty, loyalty understanding and respect are important in relationships.</p> <p>Appreciate that similarities and differences between people are the result of many factors.</p> <p>Show interest in their local community and show a wider sense of social responsibility.</p> <p>Develop a concern for people and communities where human needs are not met, and consider the effect of inequalities which exist between</p>			
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			people in different countries. Be honest. Value their own identity and background and those of others.			
H. Citizenship		Living in a diverse world <ul style="list-style-type: none"> ○ 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 ○ to take turns in speaking and to respond appropriately to others ○ that all children have basic needs and rights as human beings, regardless of their gender, ethnicity, size, ability, etc ○ to develop strategies to deal with prejudice, including racism, and to support others who encounter it ○ about different communities, including family and school 				

		<ul style="list-style-type: none"> ○ to discuss and communicate their feelings and opinions about their communities ○ to recognise and respect diversity within their communities ○ to work in pairs or small groups to share their views ○ about different places, drawing on their own and others' experience ○ to devise an enquiry into life in another type of community ○ that there are similarities, as well as differences, between communities in other parts of the world and our own ○ to find evidence that they live in an interdependent world ○ that their actions affect themselves and others at a variety of levels, from a family/classroom level through to a global level ○ to reflect on what they have learnt about their identities, their communities and how places in the 				
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		<p>world are interdependent</p> <ul style="list-style-type: none"> o to listen to and reflect on the words of others in the class <p>In the media – what’s in the news?</p> <ul style="list-style-type: none"> 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 				
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		<p>and debate topical issues, problems and events</p> <ul style="list-style-type: none"> 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 activity 				
I. Values and Behaviours	<u>Create challenge</u> Resilience Tenacity Perseverance Motivation <u>Citizenship</u> Respect Active voice	<u>Create challenge</u> Resilience Tenacity Perseverance Motivation <u>Citizenship</u> Respect Active voice	<u>Create challenge</u> Resilience Tenacity Perseverance Motivation <u>Citizenship</u> Respect Active voice	<u>Create challenge</u> Resilience Tenacity Perseverance Motivation <u>Citizenship</u> Respect Active voice	<u>Create challenge</u> Resilience Tenacity Perseverance Motivation <u>Citizenship</u> Respect Active voice	<u>Create challenge</u> Resilience Tenacity Perseverance Motivation <u>Citizenship</u> Respect Active voice

	<u>Community</u> Responsible Proud Independent Community awareness <u>Creative</u> Global citizens Flourish Thrive	<u>Community</u> Responsible Proud Independent Community awareness <u>Creative</u> Global citizens Flourish Thrive	<u>Community</u> Responsible Proud Independent Community awareness <u>Creative</u> Global citizens Flourish Thrive	<u>Community</u> Responsible Proud Independent Community awareness <u>Creative</u> Global citizens Flourish Thrive	<u>Community</u> Responsible Proud Independent Community awareness <u>Creative</u> Global citizens Flourish Thrive	<u>Community</u> Responsible Proud Independent Community awareness <u>Creative</u> Global citizens Flourish Thrive
J. UNICEF/Pupil Charter Links	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
K. British Values Link	<p>Enable students to acquire a broad general knowledge of and respect for public institutions and services in England.</p> <p>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.</p> <p>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.</p>	<p>Further tolerance and 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.</p>	<p>An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.</p> <p>An understanding of the importance of identifying and combatting discrimination.</p>	<p>Enable students to 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.</p>	<p>Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.</p> <p>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.</p>	<p>Enable students to distinguish right from wrong and to respect the civil and criminal law of England.</p>
L. British Values. Linked examples across the school	<ul style="list-style-type: none"> • 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 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 listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils; • 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 directly by pupils, in promoting fundamental British values. 					
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 - Residential - Team Building - Pupil Voice - Decision Making - 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.