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Local Authority Code: 895  
Establishment Number: 3821

Local Authority Code: 895  
Establishment Number: 3810

School Principal: Mr C Adlington

Federation Headteacher: Mrs A J Booth

School Principal: Mrs J Nurse

# Federation Curriculum Policy PHSE

**Reviewed: November 2022**

**Signed:**

**Mrs J Sercombe** (Chair of Governing Board) .....

**Mrs AJ Booth** (Federation Headteacher) .....

**Mrs J Nurse** (School Principal GPNS) .....

**Mr C Adlington** (School Principal CPS) .....

Next Review Date: October 2024

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## **Statement of Intent, Implementation and Impact**

Our broad and balanced curriculum is bespoke to our pupils and to the community in which they live. We believe that every child can reach their full potential through our core values. We are passionate about achieving the best outcomes for all – academically, socially and emotionally.

We celebrate our difference in a respectful, nurturing and inclusive environment where everyone matters. By aiming high, building resilience and having a positive attitude, our children will achieve their goals.

### **Intent**

At our Federation, we have created our curriculum with the aim that children will be respectful, responsible and able to effectively co-operate with others.

PHSE will deliver a curriculum that:

- ☐ Encourages the values of respect, responsibility, tolerance and compassion in supporting children to grow into mature young people.
- ☐ Celebrates the cultural diversity of the community that we live in.
- ☐ Promotes our school rules of 'Be Ready, Be Safe, Be Respectful'.
- ☐ Enables children to contribute to the life of the school and wider community.
- ☐ Meets the needs of all learners, as it is embedded in everything that we do.
- ☐ Promotes British Values.

### **Implementation**

The development of our spiritual, moral, social, cultural education and British values is a key aspect of our school curriculum and is threaded through our school ethos and daily life. Children have the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on people's lives through our carefully planned curriculum and the provision of enrichment experiences.

At our Federation, values are modelled in everything we do and say; PHSE is taught across every subject in the school. In addition, some elements of our PHSE curriculum are taught explicitly. The curriculum has a bespoke yearly overview in which each of the values are intertwined. It ensures that children are taught about:

- ☐ Online safety, road safety, stranger danger, anti-bullying and the impact of recycling on the environment
- ☐ Emotional intelligence and character education, through the SUMO programme
- ☐ RSE; through a carefully planned and sequential curriculum.
- ☐ Being respectful and reflective about their own beliefs, and those of others locally, nationally and globally and having an appreciation of diversity
- ☐ Recognising right and wrong and understanding the consequences of their actions, and respecting the law
- ☐ Using social skills in a range of situations
- ☐ Helping others in the wider and immediate community
- ☐ The principles of democracy, the rule of law, individual liberty and tolerance of others (British Values)
- ☐ Having an appreciation that there are many cultures, all of which are shaped by others and which continuously develop and interlink in modern Britain.

Our curriculum also ensures that pupils have the opportunities to experience and take part in a range of cultural activities, such as sport, drama, art, dance and music.

### **Impact**

- ☐ Through implementing the PHSE curriculum all our children are given life skills and knowledge to succeed in life.
- ☐ They are able to appreciate diversity, different cultural influences and have a respect for their own and others cultures and differences
- ☐ Children leave the school with the confidence and ability to make their own decisions and reach their potential

- ☒ Children are encouraged to actively take part in a number of fundraising events, in order to raise money for a number of different charities.

Our **curriculum plans in PHSE are clear on what end points the pupils are working towards** and what pupils will need to be able to know and do at those end points.

The PHSE curriculum is **planned and sequenced** so that new knowledge and skills build on what has been taught before, and towards defined end points.

The PHSE curriculum **reflects the school's local context** by addressing typical gaps in pupils' knowledge and skills.

The PHSE curriculum is **broad and creatively linked to other subjects, with an emphasis on English skills**.

**Disadvantaged pupils or pupils with SEND are supported to access the same broad and challenging curriculum as all pupils.**

Teachers have **expert knowledge** of PHSE and, where they do not, they are supported to address any gaps so that pupils are not disadvantaged.

Teachers enable pupils to understand and embed in long term memory, **key concepts** in PHSE, presenting information clearly and promoting appropriate discussion. Teachers check pupils' **understanding** effectively, identifying and correcting misunderstandings.

Teachers use **assessment** effectively to check pupils' understanding in order to inform their teaching and further planning; this helps pupils to **embed and connect** knowledge fluently and to further develop their learning and skills.

## 1. Legal Framework

- 1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
- From September 2020 Relationships education must be taught by all primary schools, and the teaching of health education will also be mandatory in all primary schools. As a result, parents will not be able to request that their children are withdrawn from these subjects.
  - DfE (2017) 'Statutory framework for the early years foundation stage'

## 2. Roles and Responsibilities

2.1 The PHSE coordinator is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of PHSE, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all PHSE resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessment.
- Advising on the contribution of PHSE to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of PHSE in subsequent years.

2.2 Classroom teachers are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' relationship skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the **PHSE coordinator** about key topics, resources and supporting individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an **annual** basis.
- Reporting any concerns regarding the teaching of the subject to the **PHSE coordinator** or a member of the **SLT**.
- Undertaking any training that is necessary in order to effectively teach the subject.

### **3. Early Years Provision**

- 3.1 Activities and experiences for pupils will be based on the seven areas of learning and development, as outlined in the DfE's 'Statutory framework for the early years foundation stage'.
- 3.2 All activities will adhere to the objectives set out in the framework.
- 3.3 In particular, PHSE-based activities will be used to develop pupils' understanding of their role within the community, helping them to comprehend a world beyond their locality.

### **4. The National Curriculum**

- 4.1 The national curriculum is followed and provides a full breakdown of the statutory content to be taught within each unit.

#### **4.2 Learning Objectives**

PHSE is taught under 3 core themes:

- **Core theme 1 – health and wellbeing**
  - Healthy lifestyles
  - Growing and Changing
  - Keeping Safe
- **Core theme 2 – relationships**
  - Feelings and emotions
  - Valuing difference
  - Healthy relationships
- **Core theme 3 – living in the wider world**
  - Rights and responsibilities
  - Environment
  - Money

### **5. Cross-curricular links**

- 5.1 Wherever possible, the PHSE curriculum will provide opportunities to establish links with other curriculum areas.

#### **5.2 English**

- Pupils are encouraged to use their speaking and listening skills to describe what is happening.
- Pupils' writing skills are developed through recording feelings.
- Pupils' vocabulary is developed through the use and understanding of specialist terminology.

### 5.3 Maths

- Pupils use their knowledge and understanding of money

### 5.4 Science

- Pupils use their knowledge of healthy living to ensure they live a physically and mentally healthy lifestyle
- Pupils' practical skills are developed through the knowledge of personal hygiene and first aid.
- Pupils will develop their knowledge of their body and how it changes over time.

### 5.5 Computing

- ICT will be used to enhance pupils' learning.
- Pupils will use ICT to locate and research information.
- Pupils will be taught how to use ICT in the wider world safely and responsibly.

### 5.6 Spiritual development

- Pupils' development will be focussed on the diversity of their community and the wider world around them.
- Pupils are encouraged to think about the effect of humans actions on the environment.

## 6. Teaching and Learning (Pedagogy)

6.1 Pupils will be taught to describe key characteristics and associated processes in common language, as well as understand and use technical terminology and specialist vocabulary.

6.2 Pupils will undertake independent work, and have the opportunity to work in groups and discuss work with their peers.

6.3 Lessons will allow for a wide range of relationship discussions, including the following:

- Questioning, predicting and interpreting
- Practical experiences
- Collaborative work
- Role-play and discussions
- Problem-solving activities
- Researching using secondary sources

6.4 Lessons will involve the use of a variety of sources including; whole class discussions, No Outsider pictures, books and discussions, videos and books.

6.5 The classroom teacher, in collaboration with the **PHSE coordinator**, will ensure that the needs of all pupils are met by:

- Setting tasks which can have a variety of responses.
- Providing resources of differing complexity according to the ability of pupils.

- Setting tasks of varying difficulty depending on the ability group.
- Utilising teaching assistants to ensure that pupils are effectively supported.

6.6 Opportunities for outdoor learning and practical work will be provided wherever possible.

6.7 Each year group will have a dedicated lesson and No Outsider assembly weekly and daily No Outsider talk.

## **7. Feedback**

Feedback should:

- Redirect and focus either the teachers' or the learners' actions to achieve a goal
- Be specific accurate and clear
- Encourage and support further effort
- inform future planning, ensuring continuity, progression and appropriate differentiation
- Be given sparingly so that it is meaningful
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons
- encourage children to take responsibility for improving their own learning by self assessment and peer assessment
- ultimately be seen by pupils as a positive approach to improving their learning

## **8. Planning**

8.1 All relevant staff members are briefed on the school's planning procedures as part of staff training.

8.2 Throughout the school, PHSE can be taught as a discrete lesson and as part of cross-curricular themes when appropriate.

8.3 Lesson will demonstrate a balance of interactive elements used in teaching, ensuring that all pupils engage with their learning.

8.4 Long-term planning overviews are used to outline the units to be taught within each year group.

8.5 Medium-term planning will highlight the elements of PHSE taught across the curriculum as well as highlighting the opportunities for assessment.

8.6 Medium-term plans will identify learning objectives, main learning activities and differentiation.

8.7 Medium-term plans will be shared with the PHSE coordinator to ensure there is progression between years.

8.8 All lessons (where necessary) will have clear learning objectives, which are shared and reviewed with pupils.

## **9. Assessment and Reporting**

9.1 Assessing children's learning in PHSE enables teachers to identify pupils' retention of knowledge, misconceptions and next steps. Assessment for learning takes place in each lesson. This may take the form of a quick oral recap activity (see agreed school pedagogy for teaching & learning) or a short recorded task.



All tasks are quick and pacy as new learning is the priority.

9.2 Assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against the learning objectives
- Specific assignments for individual pupils
- Observing practical tasks and activities
- Pupils' self-evaluation of their work

9.3 Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and informs their immediate lesson planning.

9.4 Pupils with SEND will be monitored by the SENCO, and the appropriate support will be put in place.

## **10. Resources**

10.1 There is a range of resources and schemes of work to support the teaching of PHSE across the school including My Happy Mind and No Outsiders.

10.2 Teachers have access to the library service and can order a wide range of books and resources for each area of learning.

10.3 Children have access to the internet through computers, laptops, i-pads and interactive whiteboards.

## **11. Equal Opportunities & Inclusion**

11.1 We are committed to giving all of our children every opportunity to achieve excellence. We do this by taking account of pupils' varied life experiences and needs.

11.2 Our curriculum is broad and balanced and we have high expectations of all children.

11.3 The achievements, attitudes and well-being of all our children matter, regardless of ethnicity, attainment, age, disability, gender or background.

11.4 We actively seek to remove barriers to learning and participation that have the potential to hinder or exclude individuals or groups of children.

11.5 Equality of opportunity must be a reality for our children and we ensure this through the attention we pay to the different groups of children within our school:

- girls and boys;
- minority ethnic and faith groups;
- children for whom English is an additional language;
- children with special educational needs and disabilities.

## **12. Staff Development**

- 12.1 Teachers are expected to have good, up to date subject knowledge and to use the materials that are available to them in order to promote the best outcomes for children.
- 12.2 Training needs are identified as part of our whole school monitoring and evaluation, performance management/appraisal and induction programmes. These needs are reflected in the School Development Plan.
- 12.3 Ongoing coaching is given, where needed, throughout the year by subject leaders and SLT.
- 12.4 Staff have the opportunity to observe their colleagues teach as part of an informal coaching programme.
- 12.5 Subject leaders arrange for relevant advice, resources and information, for example feedback from training, to be disseminated appropriately with colleagues.
- 12.6 Where necessary, in conjunction with the SLT and in order to secure outstanding subject knowledge, subject leaders lead or organise training for colleagues.

### **13. Monitoring and Review**

This policy will be reviewed on an **annual** basis by the **PHSE coordinator**.

The **PHSE coordinator** will monitor teaching and learning in the subject at the school, ensuring that the content of the national curriculum is covered across all phases of pupils' education.

Any changes made to this policy will be communicated to all teaching staff.

The next scheduled review date of this policy is **October 2024**.

**This policy operates in conjunction with the following school policies:**

- Special Educational Needs and Disabilities (SEND) Policy
- Feedback Policy
- Assessment Policy
- eSafety Policy
- Equal Opportunities Policy

**APPENDIX A - PSHE skills progression map**

Core theme		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<b>PUPILS WILL LEARN ...</b>						
<p><b>Core theme 1- Health and well being</b></p> <p>Pupils should be taught:</p> <ol style="list-style-type: none"> <li>1. what is meant by a healthy lifestyle</li> <li>2. how to maintain physical, mental and emotional health and wellbeing</li> <li>3. how to manage risks to physical and emotional health and wellbeing</li> <li>4. ways of keeping physically and emotionally safe</li> <li>5. about managing change, including puberty, transition and loss (RSE)</li> </ol>	<p><b>Healthy Lifestyles</b></p> <p>to practise skills for maintaining hygiene.</p> <p>about different food type- some healthy, some not.</p> <p>that we need to drink, exercise and sleep to keep healthy.</p> <p>how to speak to adults/ peers if they are worried.</p>	<p>to maintain a <b>healthy body.</b></p> <p>to maintain their personal hygiene.</p> <p>simple skills to help prevent diseases spreading.</p>	<p><b>how to make healthy choices.</b></p> <p>to describe their feelings to others.</p> <p><b>simple strategies for managing their feelings.</b></p>	<p><b>to eat a balanced diet.</b></p> <p>to identify habits and why they can be hard to change.</p>	<p><b>how to make choices to make a balanced lifestyle.</b></p> <p>to keep themselves safe around commonly available substances and drugs.</p> <p>to follow simple routines to reduce the spread of bacteria and viruses.</p>	<p>to recognise what positively and negative affects health and wellbeing.</p> <p><b>to make informed choices and to maintain and explain a healthy lifestyle.</b></p> <p>to recognise what might influence their choices.</p>	<p>to recognise how images in the media do not always reflect reality.</p> <p>to recognise images in the media can affect how people feel about themselves.</p> <p>to identify the risks and effects of drugs.</p>	
	<p><b>Growing and Changing</b></p> <p>parts of the body, linked to their learning.</p> <p>the idea of growing from young to old.</p>	<p><b>to recognise and celebrate their strengths and set simple but challenging goals.</b></p> <p>change and loss and the associated feelings.</p> <p>that people are different ages.</p>	<p><b>to recognise what they are good at.</b></p> <p><b>to set goals.</b></p> <p>The name the main parts of the body and explain how these change over time.</p>	<p><b>to recognise what I am good at and set goals.</b></p> <p><b>how to describe my feelings.</b></p> <p><b>Recognise conflicting feelings and manage them.</b></p>	<p><b>to recognise what they are good at and strive to reach set goals.</b></p> <p>to reflect on changes that happen in life and identify the feelings associated with change.</p>	<p><b>to reflect on and celebrate their achievements.</b></p> <p><b>to identify their strengths and areas for improvement.</b></p> <p><b>how to set high aspirations and goals.</b></p> <p><b>to recognise feelings and explain their range and intensity to others.</b></p>	<p><b>how to reflect on and celebrate their achievements.</b></p> <p><b>to confidently identify their strengths.</b></p> <p>how to accurately identify areas for improvement.</p> <p><b>to set high aspirations and future goals.</b></p>	

<p>6. how to make informed choices about health and wellbeing and to recognise sources of help with this</p> <p>7. how to respond in an emergency</p> <p>8. to identify different influences on health and wellbeing</p>							<p>to listen to and overcome conflicting emotions.</p> <p>to use strategies to cope with change, including transitions, loss, separation, divorce and bereavement.</p>	
	<p>Keeping Safe</p>	<p>how to make simple choices between activities, foods, etc.</p> <p>when they feel well or unwell.</p> <p>to identify dangers in pictures e.g. around the home.</p> <p>awareness of keeping safe within the indoor and outdoor classroom.</p>	<p>to make sure they are safe from household products, including medicines.</p> <p>how to recognise people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</p> <p>to help the people who look after them to more easily protect them.</p> <p>how to ask for help if they are worried about something.</p>	<p>to keep safe in different situations.</p> <p>how to ask for help if they are worried about something.</p> <p>how to keep things private and respect others' privacy.</p>	<p>to follow school rules about health and safety.</p> <p>to follow basic emergency procedures for treating bites and stings.</p> <p>how to make a phone call to the emergency services.</p> <p>how to find people to help them stay healthy and safe.</p>	<p>how to keep safe in their local area and online.</p> <p>how to protect their personal information.</p> <p>to explain what is appropriate to ask for or share.</p> <p>to follow basic emergency procedures for treating asthma.</p> <p>to identify people who help them stay healthy and safe and know who to talk to if they feel uncomfortable or at risk.</p>	<p>how to keep physically and emotionally safe including road safety (bikeability) and safety in the environment.</p> <p>how to keep safe online and protect their personal information.</p> <p>how to use mobile phones responsibly, including safe keeping and safe user habits.</p> <p>to follow basic emergency procedures for treating bleeding.</p>	<p>how to differentiate between risk, danger and hazard.</p> <p>how to recognise, predict and assess risks in different situations and decide how to manage them responsibly.</p> <p>to follow basic emergency procedures for treating someone who is choking.</p> <p>to resist pressures linked to behaving in unacceptable, unhealthy or risky ways.</p>

			to keep themselves safe and others safe.  that they do not need to keep secrets.					to recognise when they need to ask for help.  how to explain their right to protect their body and the law linked to contact and abuse.  to recognise people who are responsible for keeping them healthy and safe and how help them with this.
<b>Core theme 2- Relationship S</b>  Pupils should be taught:  1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts  2. how to recognise and manage emotions within a	Feelings and Emotions	how to recognise, name and understands everyday feelings such as happy, sad, cross, worried, etc.  to show understanding that their actions can affect others and how they feel.	how to recognise some feelings in themselves and in others.  how to share their feelings.	how to recognise what is fair and unfair, kind and unkind, and right and wrong.  how to respond correctly when people are being unkind to them or others.  how to recognise when their body or feelings are hurt or when others are hurt.	to recognise feelings in others.  how to respond to how others are feeling.	to explain when they should not agree to keep something confidential or a secret.  how to recognise and manage dares.	how to recognise and respond appropriately to a wider range of feelings in others.	to understand confidentiality.  to know when to break a confidence.  to manage dares.
	Valuing Difference	how to recognise that they are unique.	to respect similarities and differences in others.	how to respect similarities and differences in others.	how to recognise discrimination, teasing, bullying	to listen and respond respectfully to a wide range of people.	to listen and respond respectfully and fully to a wide range of people.	to listen and respond respectfully and fully to a wide range of people.

<p>range of relationships</p> <p>3. how to recognise risky or negative relationships including all forms of bullying and abuse</p> <p>4. how to respond to risky or negative relationships and ask for help</p> <p>5. how to respect equality and diversity in relationships.</p>		<p>how to express their own likes, dislikes and preferences.</p> <p>to understand that they have lots of similarities and differences.</p> <p>to appreciate that others might think differently to them or believe in different things.</p> <p>to understand that bullying is something that happens again and again; and that it is not acceptable.</p>	<p>how to share their views and ideas.</p>	<p>how to share their views and ideas with individuals and with the whole class.</p>	<p>and aggressive behaviours.</p> <p>to get help if they experience or witness teasing or bullying.</p>	<p>to be confident enough to raise their own concerns.</p> <p>to recognise and care about other people's feelings and respect, and constructively challenge if necessary, their points of view.</p>	<p>to be confident when raising their concerns.</p> <p>to recognise and care about other people's feelings and respond to them appropriately.</p> <p>to see, respect and if necessary constructively challenge, their points of view regularly.</p>	<p>to be confident when raising their concerns and raise them considerately.</p> <p>to see, respect and if necessary constructively challenge, their points of view regularly.</p> <p>to recognise and challenge stereotypes.</p> <p>to identify the nature and consequences of discrimination, teasing, bullying and aggressive behaviours.</p> <p>how to challenge bullying and abuse in all its forms.</p>
	<p>Healthy Relationships</p>	<p>to say why someone is special to them.</p> <p>how to recognise ways in which their family/carer is special.</p> <p>Recognise what I am good at from what others tell me.</p>	<p>how to identify their special people and explain what makes them special.</p> <p>how to care for others.</p>	<p>how to listen to other people and play and work cooperatively.</p> <p>how to resolve simple disagreements.</p> <p>how to judge what kind of physical contact is acceptable,</p>	<p>how to maintain positive healthy relationships.</p> <p>different types of relationships.</p> <p>how to work collaboratively towards shared goals.</p>	<p>to judge what kind of physical contact is acceptable or unacceptable and know how to respond.</p> <p>to develop strategies to solve disputes and conflict through negotiation and appropriate compromise.</p>	<p>to recognise how their actions affect themselves and others and begin to consider my actions as a result.</p> <p>to work collaboratively towards shared goals.</p> <p>how to solve disputes and conflict through</p>	<p>Maintain positive and healthy relationships.</p> <p>Recognise when a relationship is unhealthy and know who to talk to for support.</p> <p>Identify healthy types of relationships.</p>

		<p>Show a willingness to care about others. Learn when to say “thank you” and “sorry”.</p>		<p>comfortable, unacceptable and uncomfortable and how to respond.</p> <p>how to get help if they experience or witness teasing or bullying.</p>		<p>to begin to give rich and constructive feedback.</p> <p>how their body will, and that their emotions may, change as they approach and move through puberty.</p>	<p>negotiation and appropriate compromise.</p> <p>to give rich and constructive feedback and support to benefit others as well as themselves.</p> <p>how their body and emotions may change through puberty.</p> <p>to explain human reproduction.</p>	<p>Judge what kind of physical contact is acceptable or unacceptable and how to respond.</p> <p>Recognise and respect personal boundaries and everyone’s right to privacy.</p>
<p><b>Core theme 3- Living in the wider world</b></p> <p>Pupils should be taught:</p> <ol style="list-style-type: none"> <li>about respect for self and others and the importance of responsible behaviours and actions</li> <li>about rights and responsibilities as members of families, other groups and</li> </ol>	<p>Rights and Responsibilities</p>	<p>Can take turns. Understand classroom rules and routines.</p> <p>Learn about some of the school rules, including medicines in school.</p> <p>Understand that we have different roles within school including being in charge of our tidy up areas.</p> <p>Take ownership of own learning and which areas I learn.</p>	<p>Contribute to the life of the classroom and school.</p> <p>Help construct, and agree to follow, group and class rules.</p> <p>Recognise ways in which I am unique and understand that there has never been and will never be another ‘me’.</p> <p>Explain the ways in which we are the same as all other people and what we have in common with everyone else.</p>	<p>Respect my needs and the needs of others.</p> <p>I know who the special people in my community are and know how to contact those people when I need their help, including dialling 999 in an emergency.</p>	<p>Discuss and debate health and wellbeing issues.</p> <p>Contribute to the community.???</p> <p>Recognise the roles of people in the community.</p>	<p>Appreciate difference and diversity in school, community, UK and around the world.</p>	<p>Research, discuss and debate topical issues, problems and events that are important to me.</p> <p>Understand human rights and children’s rights.</p> <p>Explain rules and laws and understand why different rules are needed in different situations.</p> <p>Resolve differences by looking at alternatives, seeing and respecting others’ points of view, making</p>	<p>Research, discuss and debate topical issues, problems and events that are important to me and offer recommendations.</p> <p>Contribute to my community and recognise the role of groups, especially in relation to health and wellbeing.???</p> <p>Explore and critique how the media present information.</p> <p>Critically examine what is presented to me in the media and</p>

<p>ultimately as citizens</p> <p>3. about different groups and communities</p> <p>4. to respect equality and to be a productive member of a diverse community</p> <p>5. about the importance of respecting and protecting the environment</p> <p>6. about where money comes from, keeping it safe and the importance of managing it effectively</p> <p>7. how money plays an important part in people's lives</p> <p>8. a basic understanding of enterprise.</p>							decisions and explaining choices.	<p>explain why it is important to do so.</p> <p>Be careful online and in relation to the information I pass on and understand how information can be misinterpreted.</p>
	<b>Environment</b>	We take care of our class environment. We show care and concern for our school environment.	Develop strategies and skills needed to care for environments (including conserving energy).	Look after the local environment (including conserving energy).	Exercise my responsibilities, rights and duties in the community and towards the environment.	Understand sustainability of the environment.	Exercise my responsibilities, rights and duties at home, at school, in the community and towards the environment.	Explain resource allocation and the impact of these choices at an individual, community and global level.
	<b>Money</b>	I understand that everything costs money so we need to look after our resources.	<p>Understand money, including the concepts of spending and saving.</p> <p>Understand the difference between spending and saving money.</p>	Save and spend money.	Make choices and keep track of money spent/saved.	Explain the role of money.	<p>Recognise the role money plays in my own and others' lives.</p> <p>Manage my money.</p>	<p>Develop my enterprising skills.</p> <p>Discuss loans, interest, debt and tax.</p>
<b>General knowledge and SMSC</b>	<p>School values</p> <p>Enjoy learning about oneself, others and the surrounding world</p>	<p>School values</p> <p>Use imagination and creativity in learning</p>	<p>School and own values</p> <p>Responsibility for behaviour choices</p>	<p>School and own values</p> <p>Understand how to contribute</p>	<p>Values of others</p> <p>Understand how to contribute to school and the local community</p>	<p>Values of others</p> <p>Understand how to contribute to society</p> <p>Be reflective on own beliefs</p>	<p>Further tolerance and understanding of different cultural traditions</p>	



	Develop social skills	Understand own heritage	Distinguish between right and wrong  Willingness to reflect on experiences  Use a range of social skills  Understand the heritage of others	positively to those around us  Apply understanding of right and wrong to own lives  Use a range of social skills in different contexts  Understand and appreciate a range of different cultures	Recognise legal boundaries in the law  Participate in and respond to a range of opportunities	Show initiative Understand consequences of behaviour and actions  Volunteer and cooperate well with others  Explore and understand different faiths and cultural diversity	Investigate and offer reasoned views about moral and ethical issues  Understand and appreciate the viewpoints of others  Resolve conflicts effectively  Accept, respect and celebrate diversity locally, nationally and globally
Concepts	Respect	Mutual respect	Democracy Mutual respect	Democracy Mutual respect Rule of Law Individual liberty	Democracy Mutual respect Rule of Law Individual liberty	Democracy Mutual respect Rule of Law Individual liberty Participate fully in life in modern Britain	Democracy Mutual respect Rule of Law Individual liberty Participate fully in and contribute positively to life in modern Britain
Vocabulary	Respect Rules Unique Choice Medicine Growing Special Safe	Contribute Share Environment Money Strengths Goals Feelings Same and different	Needs Community Conserving energy Spend and save Healthy choices Manage feelings Safety Privacy Fair and unfair Right and wrong Respond Similarities and differences Bullying	Health Wellbeing Roles in the community Rights and responsibilities Environment Enterprise Balanced diet Emergency Discrimination Relationships Collaboration	Diversity Resource allocation Sustainability Budgeting Balanced lifestyle Reflect Protect Confidential Physical contact Disputes and conflict	Rules and laws Democracy Differences Wellbeing influences Duties Loans, interest, tax Point of view Achievements Aspirations Considerate Constructive feedback Puberty	Recommendations Media Resource allocation Global Reality Risk, danger and hazard Enterprise Confidentiality Stereotypes Pressures Personal boundaries Puberty

NO OUTSIDERS MY HAPPY MIND