

	Year 3	Year 4	Year 5	Year 6
Autumn 1	<p>New beginnings - circles times, class/school rules, expectations, consequences and rewards. Responsibilities -school council, eco-warrior</p> <p>Explain school rules.</p> <p>Explain why we have school rules.</p> <p>Understand why rules are necessary. (Behaviour plan)</p> <p>Understand that different rules are needed for different situations. (Behaviour plan)</p> <p>Explain how to effect decision making in school. (school council elections etc)</p> <p>Follow school emergency procedures (Fire drill)</p>	<p>New beginnings - circles times, class/school rules, expectations, consequences and rewards. Responsibilities -school council, eco-warrior</p> <p>Explain school rules.</p> <p>Explain why we have school rules.</p> <p>Understand why rules are necessary (Behaviour plan)</p> <p>Understand that different rules are needed for different situations. (Behaviour plan)</p> <p>Explain how to effect decision making in school. (school council elections etc)</p> <p>Follow school emergency procedures (Fire drill)</p> <p>Explain their opinions to</p>	<p>New beginnings - circles times, class/school rules, expectations, consequences and rewards. Responsibilities - play leaders, sports leaders, school council, eco-warriors, road safety officers.</p> <p>Explain school rules.</p> <p>Explain why we have school rules.</p> <p>Understand why rules are necessary (Behaviour plan)</p> <p>Understand that different rules are needed for different situations. (Behaviour plan)</p> <p>Explain how to effect decision making in school. (school council elections etc)</p> <p>Follow school emergency procedures (Fire drill)</p>	<p>New Beginnings - circles times, class/school rules, expectations, consequences and rewards. Responsibilities - play leaders, sports leaders, school council, eco-warriors, road safety officers.</p> <p>Explain school rules.</p> <p>Explain why we have school rules.</p> <p>Understand why rules are necessary (Behaviour plan)</p> <p>Understand that different rules are needed for different situations. (Behaviour plan)</p> <p>Explain how to effect decision making in school. (school council elections etc)</p> <p>Follow school emergency procedures (Fire drill)</p> <p>Explain their opinions to others. (Secret Friends)</p>

	<p>Respect people from other times (Celts and Settlements)</p> <p>Talk about topical issues (ongoing)</p> <p>Discuss topical issues (ongoing)</p>	<p>others.</p> <p>Say what they are good at and set goals.</p> <p>Make sensible choices about who to turn to with a problem.</p> <p>Respect people from other times(Romans)</p> <p>Understand the consequences of anti-social and aggressive behaviours (cyber-bullying) *</p> <p>Understand that pressure to act in an unacceptable way, risky or uncomfortable way can come from variety of sources. (E-safety) *</p> <p>Use some simple techniques to resist pressure. (Cyber – bullying + E-safety) *</p> <p>Understand that their actions affect themselves and others. (Cyber – bullying + E-safety) *</p> <p>Understand that some types of behaviour are harmful (Cyber – bullying + E-safety) *</p>	<p>Understand the consequences of anti-social and aggressive behaviours. (Cyber-bullying)</p> <p>Understand that pressure to act in an unacceptable, risky or uncomfortable way can come from a variety of sources (Cyber-bullying/E-safety)</p> <p>Use some simple techniques to resist pressure. (Cyber-bullying/E-safety)</p> <p>Understand that their actions affect themselves and others. (Cyber-bullying/E-safety)</p> <p>Understand that some types of behaviour are harmful. (Cyber-bullying/E-safety)</p> <p>Research, discuss and debate topical issues. (on going)</p>	<p>Make sensible choices about who to turn to with a problem. (Secret Friends)</p> <p>Resolve an argument peacefully. (Secret Friends)</p> <p>Understand the term democracy. (School’s council)</p> <p>Understand the consequences of anti-social and aggressive behaviours. (E-safety) *</p> <p>Understand that pressure to act in an unacceptable, risky or uncomfortable way can come from a variety of sources (Secret Friends/E-safety)</p> <p>Ask for help when under pressure from others. (Secret Friends)</p> <p>Use some simple techniques to resist pressure. (Secret Friends/E-safety)</p> <p>Care about the feelings of others. (Secret Friends)</p> <p>Recognise different types of relationship. (Secret Friends)</p> <p>Understand that their actions affect themselves and others. (Secret Friends)</p>
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		<p>Talk about topical issues (ongoing)</p> <p>Discuss topical issues (ongoing)</p>		<p>See things from other people's point of view. (Secret Friends)</p> <p>Understand that some types of behaviour are harmful. (Secret Friends/E-safety)</p> <p>Understand that there are many ways in which we can be different. (Amazing Brains)</p> <p>Respect differences between people (Amazing Brains/ Secret Friends)</p> <p>Respect people from other times. (Battle of Britain) *</p> <p>Research, discuss and debate topical issues. (on going)</p>
Autumn 2	<p>Bullying Protective behaviours</p> <p>Understand that the pressure to act in an unacceptable, risky or uncomfortable way can come from a variety of sources.</p> <p>Ask for help when under pressure from others.</p> <p>Use some simple techniques to resist</p>	<p>Bullying Protective behaviours</p> <p>Understand that the pressure to act in an unacceptable, risky or uncomfortable way can come from a variety of sources.</p> <p>Ask for help when under pressure from others.</p> <p>Use some simple</p>	<p>Bullying Protective behaviours</p> <p>Understand that the pressure to act in an unacceptable, risky or uncomfortable way can come from a variety of sources.</p> <p>Ask for help when under pressure from others.</p> <p>Use some simple techniques to resist pressure.</p>	<p>Bullying Protective behaviours</p> <p>Understand that actions have affect on both themselves and others</p> <p>To know why being different can provoke bullying and know why it is unacceptable.</p> <p>Understand the meaning of friendship and loyalty</p>

	<p>pressure.</p> <p>Talk about topical issues (ongoing)</p> <p>Discuss topical issues (ongoing)</p> <p>Importance of healthy eating.</p> <p>Importance of hygiene in food preparation</p> <p>Understand that things we put in our bodies can have a negative/positive effect.(Designing a healthy sandwich)</p> <p>Explain their opinions to others (sandwich making)</p>	<p>techniques to resist pressure.</p> <p>Talk about topical issues (ongoing)</p> <p>Discuss topical issues (ongoing)</p> <p>*continue from last term</p>	<p>Seeing things from others point of view.</p> <p>Research, discuss and debate topical issues. (on going)</p>	<p>Research, discuss and debate topical issues. (on going)</p> <p>*continue from last term</p>
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<p>Spring 1</p>	<p>Continue- circles times, class/school rules, expectations, consequences and rewards.</p> <p>Continue - bullying protective behaviours</p> <p>Going for goals</p> <p>Make sensible choices about who to turn to with a problem (PSHE anti bullying)</p> <p>Resolve and argument peacefully (PSHE anti bullying)</p> <p>Understand the consequences of anti-social and aggressive behaviours (PSHE anti bullying)</p> <p>Talk about topical issues (ongoing)</p> <p>Discuss topical issues (ongoing)</p>	<p>Continue- circles times, class/school rules, expectations, consequences and rewards.</p> <p>Continue - bullying protective behaviours</p> <p>Going for goals</p> <p>Talk about topical issues (on going)</p> <p>Discuss topical issues (ongoing)</p>	<p>Continue- circles times, class/school rules, expectations, consequences and rewards.</p> <p>Continue - bullying protective behaviours</p> <p>Goals for the term</p> <p>Research, discuss and debate topical issues. (on going)</p> <p>Explain what makes a healthy living style -Healthy eating/Hygiene (Science) - Exercise (Science)</p> <p>Explain some of the risks/effects of putting illegal substances in our bodies. (Science)</p> <p>Explain it is illegal to put substances in our bodies. (Science)</p> <p>Explain how to stay safe - Health and safety – Hazard alley (potential for follow up visits to discuss harmful substances , knife crime, vandalism etc)</p>	<p>Continue- circles times, class/school rules, expectations, consequences and rewards.</p> <p>Continue - bullying protective behaviours</p> <p>Going for goals</p> <p>Research, discuss and debate topical issues. (on going)</p> <p>Understand the term democracy (PSHE -Economic well-being)</p> <p>Understand that different people have different jobs which require different skills (PSHE -Economic well-being)</p> <p>Begin to understand how to use money (PSHE -Economic well-being)</p> <p>Begin to understand the role of local and central government (PSHE -Economic well-being)</p> <p>Know that we have different rights, duties and responsibilities at home, in school and in the community (PSHE)</p>
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	<p>Explain their opinions to others (Talk lessons/trios)</p> <p>Say what they are good at and set goals (Talk lessons/trios)</p> <p>Understand there are many ways in which we can be different (assemblies)</p> <p>Respect differences between people (assemblies)</p> <p>Respect people from different faiths/cultures (assemblies)</p>		<p>Understand the term democracy(Ancient Greece)</p> <p>Respect differences between people (Modern/Ancient Greece)</p> <p>Respect people who live in different places (Modern Greece)</p> <p>Respect people from other times (Ancient Greece)</p>	<p>Understand that how money is allocated can affect individuals, communities and the environment. (PSHE -Economic well-being)</p>
Spring 2	<p>Talk about topical issues (ongoing)</p> <p>Discuss topical issues (ongoing)</p> <p>Explain how to stay water safe. (assemblies/PSHE)</p> <p>Respect people from</p>	<p>Talk about topical issues (ongoing)</p> <p>Discuss topical issues (ongoing)</p> <p>Explain their opinions (Fair Trade)</p> <p>Understand how money is allocated can affect</p>	<p>Research, discuss and debate topical issues. (on going)</p> <p>SRE</p> <p>Explain what makes a healthy lifestyle</p> <ul style="list-style-type: none"> - Importance of healthy eating - Importance of exercise - Importance of hygiene - Importance of emotional 	<p>Research, discuss and debate topical issues. (on going)</p> <p>Explaining their opinions to others (PSHE – Stereotyping)</p> <p>Understand that the media presents information in a variety of ways. (PSHE – Media – Stereotyping)</p> <p>Understand that pressure to act in</p>

	<p>other faiths and cultures. (Easter)</p> <p>Reflect on people's experiences from various faiths and cultures (Easter/assemblies)</p>	<p>individuals, communities and the environment (Fair Trade)</p> <p>Respect people who live in other places (Geography)</p> <p>Respect people from other faiths and cultures. (Easter)</p> <p>Reflect on people's experiences from various faiths and cultures (Easter)</p>	<p>health (School nurse visit - puberty)</p> <p>Recognise that feelings and emotions can change as they get older. (School nurse - puberty)</p> <p>Understand changes in their body and in others (School nurse - puberty)</p> <p>Understand that all living things reproduce (School nurse – puberty)</p> <p>Respect people from other faiths and cultures. (Easter)</p> <p>Reflect on people's experiences from various faiths and cultures (Easter)</p>	<p>an unacceptable, risky or uncomfortable way can come from a variety of sources (PSHE – Media – Stereotyping)</p> <p>Ask for help when under pressure from others (PSHE – Media – Stereotyping)</p> <p>Use some simple techniques to resist pressure (PSHE – Media – Stereotyping)</p> <p>Respect differences between people (PSHE – Media – Stereotyping)</p> <p>Respect people who live in different places (PSHE – Media – Stereotyping)</p> <p>Respect people from other times (PSHE – Media – Stereotyping)</p> <p>Respect people from other faiths/cultures (PSHE – Media – Stereotyping)</p> <p>Understand what stereotyping is (PSHE – Media – Stereotyping)</p> <p>Respect people from other faiths</p>
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and cultures. (Easter)

Reflect on people's experiences
from various faiths and cultures
(Easter)

<p>Summer 1</p>	<p>Continue- circles times, class/school rules, expectations, consequences and rewards.</p> <p>Continue - bullying protective behaviours</p> <p>Going for goals</p> <p>Review the year's progress</p> <p>Talk about topical issues (ongoing)</p> <p>Discuss topical issues (ongoing)</p> <p>Explain their opinions to others (Persuasive letter – English)</p> <p>See things from other people's point of view (Persuasive letter – English)</p> <p>Say what they are good at and set goals (Talk lessons/trios)</p>	<p>Continue- circles times, class/school rules, expectations, consequences and rewards.</p> <p>Continue - bullying protective behaviours</p> <p>Going for goals</p> <p>Review the year's progress</p> <p>Say what they are good at and set goals (Talk lessons/trios/reports)</p> <p>Explain their opinions to others (English)</p> <p>Talk about topical issues (on going)</p> <p>Discuss topical issues (ongoing)</p> <p>Recognise the role played by various groups in the community (Hinduism)</p> <p>Explain what makes a</p>	<p>Continue- circles times, class/school rules, expectations, consequences and rewards.</p> <p>Continue - bullying protective behaviours</p> <p>Going for goals</p> <p>Review the year's progress</p> <p>Research, discuss and debate topical issues. (on going)</p> <p>Say what they are good at and set goals (Talk lessons/trios/reports)</p> <p>Explain what makes a healthy lifestyle</p> <ul style="list-style-type: none"> - Importance of healthy eating - Importance of exercise - Importance of hygiene <p>(DT – healthy pizzas)</p> <p>Reflect on people's experiences from various faiths and cultures (Christianity)</p> <p>Understand that the media present information in different</p>	<p>Continue- circles times, class/school rules, expectations, consequences and rewards.</p> <p>Continue - bullying protective behaviours</p> <p>Going for goals</p> <p>Review the year's progress</p> <p>Research, discuss and debate topical issues. (on going)</p> <p>Say what they are good at and set goals (Talk lessons/trios/reports)</p> <p>Respect people from other faiths and cultures.(Islam)</p> <p>Reflect on people's experiences from various faiths and cultures (Islam)</p> <p>Explaining their opinions to others (PSHE – Stereotyping)</p> <p>Understand that the media presents information in a variety of ways. (PSHE – Media – Stereotyping)</p> <p>Understand that pressure to act in</p>
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	<p>Recognise the role played by various groups in the community (church visit)</p> <p>Reflect on people's experiences from various faiths and cultures (RE)</p> <p>Respect people from other times (Local geography)</p>	<p>healthy lifestyle – importance of exercise (PE)</p> <p>Explain why we have school rules(English)</p>	<p>ways (English Y5TV)</p>	<p>an unacceptable, risky or uncomfortable way can come from a variety of sources (PSHE – Media – Stereotyping)</p> <p>Ask for help when under pressure from others (PSHE – Media – Stereotyping)</p> <p>Use some simple techniques to resist pressure (PSHE – Media – Stereotyping)</p> <p>Understand what stereotyping is (PSHE – Media – Stereotyping)</p> <p>Respect differences between people (PSHE – Media – Stereotyping)</p>
Summer 2	<p>Look ahead to new challenges in year 4</p> <p>Talk about topical issues (ongoing)</p> <p>Discuss topical issues (ongoing)</p> <p>Explain how to stay safe</p> <ul style="list-style-type: none"> - Road safety - Sun safety - Protective 	<p>Look ahead to new challenges in year 5</p> <p>Talk about topical issues (ongoing)</p> <p>Discuss topical issues (ongoing)</p> <p>Respect people from other times (Anglo-Saxons)</p>	<p>Look ahead to new challenges in year 6</p> <p>Research, discuss and debate topical issues. (on going)</p> <p>Respect people from other times (Vikings)</p> <p>Know that we have different rights, duties and responsibilities at home, in school and in the community.</p>	<p>Look ahead to new challenges in year 7</p> <p>Research, discuss and debate topical issues. (on going)</p> <p>Recognise that feelings and emotions can change as they get older (SRE)</p> <p>Understand that the media presents information in a variety of ways (SRE)</p>

	<p>behaviours - stranger danger (literacy-persuasive writing)</p> <p>Understand that all living things reproduce (Science)</p>			<p>The importance of hygiene (SRE)</p> <p>The importance of emotional health (SRE)</p> <p>Explain how to stay safe – protective behaviours (SRE)</p> <p>Understand that all living things reproduce (SRE)</p> <p>Understand changes in their body and in others (SRE)</p> <p>Know the function of sexual organs (SRE)</p> <p>Explain how babies are produced and grow (SRE)</p> <p>Preparing for secondary school (MOUSE team - moving on up to secondary education)</p>
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