

Whole School Overview of PSHE, Values and Relationships

Year B

What makes Tywardreath Curriculum unique? A clear focus on local, national and global communities, raising multi-cultural awareness, developing skills for life, promoting a respect for our environment, celebrating responsible citizens and providing opportunities to debate and reflect.

PSHE has many cross-curricular links. Staff will use the progression of skills in speaking and listening to deliver PSHE

| Autumn 1 | EYFS | Year1/2 | Year3/4 | Year5/6 |
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| | Marvellous Me! Celebrations | Explorers Through Time | Who Are You Going to Call? | A Child's War |
| Lifewise | Planting our food x2 Cities, Towns, Land and Sea x2 Gentle hands and hearts | Screen Time Safety x 2 Feeling Sad x 2 Happiness x 2 Positive Friendships V- Respect | Healthy Eating and a Balanced Diet x2 The Importance of Physical Activity x 2 Relaxing to Recharge x 2 The Recreational Drugs of Alcohol and Nicotine V - Respect | Recognising and Controlling Anger Celebrating Women in History – Forgotten Achievements Responsibility and Inspiration BV – Freedom of Speech and Movement V- Respect |
| Sequence of Learning | 1. To understand that all living things need certain things to be able to grow and to flourish. That it is healthy for your diet and good for your well-being to grow your own food. 2. To identify and compare the parts of a plant that we eat.. To look at differences, similarities, pattern and texture To identify and compare the parts of a plant that we eat. To look at differences, similarities, pattern and texture. 3.To understand the differences that environments make to our lives and our choices. | 1. To know what screen time is. To know that too much screen time is bad for us 2. Pupils will know how to describe a range of emotions including sadness. Pupils will be able to describe when they felt sad or down. 3. Pupils will know how to describe a range of emotions including happiness. | 1.To know about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. 2. To know what physical activity is. To know about what physical activity involves. 3. To know what it means to relax. To know how relaxing can help us recharge. 4.To know that alcohol (and other recreational drugs) impairs decision-making, alters mood and reduces inhibitions; | 1. How to recognise if relationships are making them anxious or unsafe; To be able to use strategies to respond to feelings, including intense or conflicting feelings; To know how to manage and respond to feelings appropriately and proportionately in different situations. 2. How we still treat people differently depending on whether they are male or female. How many of the achievements of women – even if they are spectacular – have been |

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| | <p>4.To appreciate that other children have different likes and dislikes that may be influenced by our environment. To begin the process of empathy for sustainability</p> <p>5.To respond to the feelings and wishes of others. To be aware some actions can harm or hurt others.</p> <p>6.To respond to the feelings and wishes of others. To be aware some actions can harm or hurt others</p> | <p>Pupils will be able to describe when they felt happy.</p> | <p>To know that alcohol and nicotine can negatively impact both current and future health, as well as other dimensions of people’s well-being; To know that substance users can quickly become addicted and face numerous problems ranging from physical impacts to low self-esteem and mental disorder; To know that users can sugar coat the impacts</p> | <p>downplayed, overlooked or even forgotten.</p> <p>3. To know that being responsible is important in life.</p> <p>To understand that responsibility may inspire others.</p> <p>4. to explore immigration and its history in the UK,</p> |
| Key Vocabulary | <p>Grow, healthy, well-being, pattern, texture, environment</p> | <p>1. exercise, screen, habit, positive, neutral, negative, consequence, balanced lifestyle, carbohydrate, moderation, balance, unhealthy, affect, vision, eye strain, sleep deprivation, mentally, relationship, habit, positive, neutral, negative, consequence, balanced lifestyle, console, tablet, ailments, conditions, arthritis, repetitive strain injury (RSI), migraine, aggression, violent, protected, responsibility, recommendation, offensive, harmful, manage</p> <p>2. emotion, happiness, happy, positive, negative, feelings, overwhelming, sadness, anger, jealousy, shyness, confidence, worried, anxious, scared, unhappy, bored, unsure, miserable, excitement, surprise, fear etc, strength, improvement, depression</p> | <p>1. balanced diet, healthy, intake, unhealthy, food group, choice, damage, dental health, tooth decay, obesity, carbohydrate, fat, vitamin, mineral, protein, water, ingredient, nutritional value, habit, calorie, immune system, energy</p> <p>2. physical activity, habit, routine, illness, healthy, exercise, inactive, active, obesity, positive, negative, mental wellbeing, balanced, goal, screen, effect</p> <p>3. active, busy, rest, sleep, relaxation, activity, repair, reduce, stress, mood, relax, worried, problem, screen, mind, body</p> <p>4. Euphemisms, recreational drugs, dependency, substance abuse, alcohol, nicotine, intoxicated</p> | <p>1.Triggers Hurt, heal, banter, bullying, think, words, actions</p> <p>2. Discrimination, Gender-roles</p> <p>3. Achievements, Women’s History</p> <p>4. freedom of expression, freedom of information, defamation, sue, damages, libel, slander, authentic, hate speech.</p> |

| Autumn 2 | EYFS Marvellous Me! Celebrations | Year 1 / 2 Where is our Kingdom? | Year 3 / 4 Where Can We Go? | Year 5 / 6 Is There Anybody Out There? |
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| Lifewise | Taking Good Care of Myself x2 Being Curious x2 Managing Feelings x2 | It's Okay not to be Okay x 2 Medicines and Drugs x 2 Understanding Peer Pressure Relaxation x 2 V- Compassion | My Body, Your Body - Keeping Safe Sleep x 2 Screentime x 2 Autism: Aspergers What's Love? V- Compassion | Junk Food x2 Respecting Others Boundaries +Beliefs Autism – Do Say, Don't Say The Power of Words – Clean Up Your Speech V – Compassion |
| Sequence of learning | <p>1. To help children understand that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health</p> <ul style="list-style-type: none"> · To teach children the importance of washing hands from an early age through reading, discussion, play and role play. · To teach children how to wash their hands thoroughly through demonstrations, sharing ideas and role play. · To begin to consider the fact that in some places far away, children do not have what they need to wash their hands and stay healthy. <p>2. To use talk to articulate as children investigate, ask questions, solve problems and make choices as they play, eat and interact with others around them.</p> <p>3. To understand reasons behind the feeling of fear and to help them feel more in control</p> <p>4. To introduce EFYS children to the idea of Human Rights, protection and respect</p> | <p>1. To know what to do when we're not okay. To understand why others might not be okay.</p> <p>2. To understand what drugs and medicines are and how they can be used to help us. To understand how and when to use medicines and identify what they should not take. To understand how to keep themselves safe. To know who to talk to if they are concerned about their health or the health of the people they know.</p> <p>3. To know that bodies and feelings can be hurt by words and actions; that people can say hurtful things online. To explore basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe. To understand how the internet and digital devices can be used safely to find things out and to communicate with others. To know that not all information seen online is true.</p> | <p>1. To know about privacy and personal boundaries and to use terminology appropriately; To develop strategies to respond safely and appropriately to adults they may encounter, recognising the different types of physical contact and what is acceptable and unacceptable; To recognise differences between keeping something confidential or secret, when this should or should not be agreed to, and when it is right to break a confidence or share a secret.</p> <p>2. To know about how much sleep we should get. To know about how sleep affects our lifestyle.</p> <p>3. To know how too much screen time is bad for us. To know how too much screen time can affect our daily life.</p> <p>4. To know that Asperger's syndrome was first described 80 years ago by Hans Asperger, who noticed it was difficult for some children to 'play nicely' or 'play by the rules' or to communicate well, even though they seemed to be doing well in</p> | <p>1. To know about how junk food can affect our health. To know how junk food can affect our daily life.</p> <p>2. To understand what is meant by freedom of expression and to know when individual liberty should be exercised and how rights need to be balanced with responsibilities To know about different beliefs and how to show respect</p> <p>3. Know that many autistic people see their autism as a fundamental and positive part of who they are, so it's important to use positive language. To be conscious as to how you use words but you can also ask how they would prefer to be described. That personal choice of an autistic person is more important than the guidance in this lesson.</p> <p>4. To know how your words can make foes out of friends because you shift from banter to bullying!</p> |

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| | | <p>4. pupils will know that there are times when we are active and busy and there are times when we need to rest and sleep Pupils will know that rest and relaxation is good for our health as long as it is balanced with activity time. Pupils will know that using screens at bedtime does not help their sleep</p> | <p>schoolwork and with other development. 5. To appreciate the importance of self-respect and self-love and how this links to their own happiness; To know that stable, caring relationships, which may be of different types, and wherein love is expressed differently, are at the heart of happy families, and other relationships and friendships and are important for children's security as they grow up</p> | |
| <p>Key Vocabulary</p> | <p>1. Soap Water Hygiene Clean Bacteria Dirty Germs Thoroughly Invisible 2. Curiosity, explore, discover, 3. Fight, flight, freeze, fear, brave, courage, emotion Rights, respect, consequence</p> | <p>1. emotions, feelings, ok, constructive feedback, support, unkind, teasing, bullying, unacceptable, problem, argument, advice, trust 2. drug, medicine, dose, trusted adult, General Practitioner (GP), doctor, nurse, hospital, chemist, vomit, drowsy, drowsiness, fatal, dosage, cough medicine, antibiotics, sweets, stomach ache, unconscious, unwell 3. Peer pressure, negative, positive, online, offline. 4. active, busy, rest, sleep, relaxation, activity, repair, reduce, stress, mood, relax, worried, problem, screen, mind, body</p> | <p>1. Privates, family values and culture, naked, modesty, inappropriate touch, body rights 2. sleep, rest, recovery, growth, development, repair, health, well-being, lifestyle, blood vessels, heart, relaxed, sleepy, technology, prevent, learning, physical, mental, habit 3. exercise, screen, habit, positive, neutral, negative, consequence, balanced lifestyle, carbohydrate, moderation, balance, unhealthy, affect, vision, eye strain, sleep deprivation 4. inclusion, Autism, Aspergers, ASD, spectrum, sensory, neuro, diverse, structure, routine 5. Eros (romantic passion), Philia (deep friendship), Ludus (playful love), Agape (love for everyone), Pragma (longstanding love), Philautia (love of the self), Storge (family love), Mania (obsessive love)</p> | <p>1. diet, junk food, unhealthy, balanced diet, positive, negative, choice, influence, pressure, benefit, risk, danger, manage, responsible, safe, independence, unacceptable, resist, advice, tooth decay, obesity, support, action, characteristic, occasional, carbohydrate, protein, sugar, fat, disease, stroke, protect 2. migration, descendent, Refugee, Asylum Seeker, Migrant, Immigrant, Alien, Expat, third culture, illegal immigrant, belief, respect, view, opinion, Sikhism, Hinduism, Judaism, Buddhism, Islam, Christianity, Humanism, atheism, religion, respectful, harmful, offend, acceptable, trust 3. inclusion, Autism, Aspergers, ASD, spectrum, sensory, neuro, diverse, structure, routine</p> |

| Spring 1 | EYFS Our Wonderful World Let's Go On An Adventure | Year1/2 Traps, Trams and Trains | Year3/4 Davy Shines the Light! | Year5/6 Ancient Egyptians – Original Farmers? |
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| Lifewise | Sleep x 2 The Great Outdoors x2 Trusted Adults x2 | My Private Body Respecting All Families Dealing With Loss x 2 Fight or Flight x2 V- Resilience | Bullying x 2 Everything Will Be Alright All About Tik-Tok Identity and Gender Fairtrade: Change Through Choice V - Resilience | Expressing Love Differently As We Grow Social Media – Being Confident Identity, Gender and Sexuality Consent V - Resilience |
| Sequence of learning | 1.to understand the importance of routines for promoting good quality sleep 2. To understand the importance of fresh air and exercise to support well-being and good mental health To know how to play safely in the sunshine 3.To know who helps us in our home lives – to know who are our trusted adults. To know who helps us in our community – to know how to make an emergency call | 1. To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private. To know how to respond if physical contact makes them feel uncomfortable or unsafe. To know the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually). To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) 2. To identify the people who love and care for them and what they do to help them feel cared for. | 1.To know about the impact of bullying, including offline and online, and the consequences of hurtful behaviour; strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others);how to report concerns and get support To know what it means to be discriminating, how to recognise it as bullying and how to challenge it. 2. To know a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations; To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others; | 1.To recognise that feelings change over time and range in intensity and to understand what constitutes positive, healthy relationships; To develop a varied and nuanced vocabulary when talking about feelings, learning to express them in appropriate ways; To develop strategies to respond, appropriately and proportionately, to feelings, including intense feelings of attraction, passion 2. To recognise the way social media can have a negative impact on self-esteem and body image; To reframe unhelpful thinking; To understand how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability |

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| | | <p>To identify common features of family life.</p> <p>How people and other living things have different needs; about the responsibilities of caring for them.</p> <p>About the different roles and responsibilities people have in their community.</p> <p>3.to look at ways that can help us cope with the loss of a loved one</p> <p>4.To know about the ‘fight or flight’ response.</p> <p>To recognise when we feel this response.</p> | <p>To know problem solving strategies and self-help for regulating the emotion of sadness.</p> <p>3. To learn about privacy and personal boundaries, considering what is appropriate in friendships and online. To recognise how apps such as Tik-Tok can be used both positively and negatively.</p> <p>To recognise things that are appropriate to share, things that should not be shared social media.</p> <p>4. To understand that gender identity and biological sex are different by definition;</p> <p>To develop confidence in expressing their identity;</p> <p>To understand the importance of tolerance, inclusion and respect and to challenge gender stereotyping, showing support for people who are discriminated against.</p> <p>5. To know how we are connected through the things we eat and drink and how important it is to understand how humans are all reliant on these connections</p> | <p>of sources and identify misinformation</p> <p>3. To define homophobia and transphobia.</p> <p>To think about the social norms that have contributed to such discrimination.</p> <p>To recognise that all people should be able to love who they want free from judgement, violence, and coercion</p> <p>To demonstrate ways in which they can give support to the LGBTQ+ community.</p> <p>4.To understand what unwanted sexual attention is and the need for privacy when growing up;</p> <p>The laws and ages of consent.</p> |
| Key Vocabulary | <p>1.Routine, pattern</p> <p>2.Well-being, vitamin, nature, UV rays, sunscreen, protection</p> <p>3. Trusted adult, trust, Emergency, paramedic, ambulance, police, fire services, coastguard</p> | <p>1. nipples, anus, penis, testicles, vulva, private parts, secrets</p> <p>2. Respect, love, nurture, role, gender.</p> <p>3. alive, dead, living, dying, die, death, cope, loss, feelings, sadness, anger, fear, bereavement, grieve, lose</p> | <p>1.cyberbullying, mental health, trolling, emotion, reaction, internet, posts, rules, digital, anti-social, Characteristics, equality, equity, diversity, prejudice-based, disability, discrimination, racism, sexism, stereotypes, nationality, impaired mobility, prejudice-related incident</p> <p>2. Self-regulation, sadness, depression.</p> <p>3. Online identity, safer internet, profile, privacy, account, digital well-being.</p> | <p>1.penis, vagina, vulva, anus, testicles, nipples, hips, widen, breasts, mammals, pubic hair, menstruation, menstrual cycle, process, period, suckle, uterus, ovary, egg, reproduce, life cycle, reproduction, puberty, exercise, function, healthy, balanced diet, bend, straighten, nerves, brain, muscles, bones, support, shape, structure, skeleton, nervous system, model arm, human body</p> <p>2. Positive body image, mental health, photo editing apps</p> |

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| | | <p>4. emotion, feelings, fight or flight, response, happiness, sadness, fear, anger, worry, anxious, excited, surprised, frightened, scared, shy, sad, miserable, delighted, nervous, calm down, relax, protect, survive, normal</p> | <p>4. Gender stereotype, LGBTQ, lesbian, gay, bisexual, transgender, queer - or sometimes questioning 5. Needs, Wants, Rights, Responsibilities, Produce, Exploitation, Underpaid, Connected, Prices,</p> | <p>3. Equality Act, protected characteristics, parliamentary law, sexual orientation, gender reassignment, homophobic, transphobic 4. Bodily autonomy, consent, exploitation, coercion, mutual respect,</p> |
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| Spring 2 | EYFS Our Wonderful World Let's Go On An Adventure | Year 1/2 A Land Down Under | Year 3 / 4 How Mighty are Mountains? | Year 5 / 6 Who Lives in Rio? |
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| Lifewise | Animals x2 Fire Safety x2 Water Safety x2 | Desert Island x 2 Environment x 2 Navigation x 2 V- Ambition | BV Government and Rules x 2 BV Freedom in Beliefs x 2 Family Relationships x 2 V - Ambition | Caffeine – helpful or harmful? BV – Rights and Radicalisation My Amazing Body – (only video – Healthy Relationships) |
| Sequence of learning | <p>1.To know that animals have not always been treated nicely and that there are people who can help them to be kind to animals</p> <p>· That animals can be trained to work for us and to do important job</p> <p>To understand that animals need lots of care and attention to grow healthy</p> <p>2. To learn not to play with fire and to know how to prevent, plan and practise</p> <p>3. To think about ways to play safely in, around an on the water</p> <p>Understanding the importance of always being near an adult when close to water</p> | <p>1. To think about survival on a desert island.</p> <p>2. To know about what pollution.</p> <p>To know about global warming</p> <p>To know about recycling.</p> <p>And to understand how plastic can cause problems for our planet</p> <p>3. To explore the different ways that we can navigate or find our way to unfamiliar places.</p> | <p>1.To equip pupils with an understanding of some of the different forms of government.</p> <p>To see how these are enacted in some countries in the world.</p> <p>2. to provide an understanding of the difference between laws and rules and why rules are in place in school.</p> <p>3. That individual liberty is a right which comes with responsibilities to treat others with fairness</p> <p>4. To understand the similarities and differences between some of the largest religions in the world, and how values are often shared between to know that others' families sometimes look different from their family but that they should respect those differences;</p> <p>5.To know that families are important for children growing up</p> | <p>1.About the risks and effects of legal drugs such as caffeine, which is common to everyday life and its impact on health and well-being.</p> <p>To recognise that drug use can become a habit which can be difficult to break.</p> <p>To recognise the role of the media in presenting them with mixed messages about potentially harmful products</p> <p>2. To appreciate that Human Rights are often seen as controversial and that some people may want them scrapped.</p> <p>To develop skills and knowledge to participate in open and respectful dialogue and debate about universal rights.</p> |

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| | | | <p>because they can give love, security and stability;</p> <p>to think about the characteristics of healthy family life and the importance of commitment to each other, even in times of difficulty;</p> <p>To know about protection and caring for children and other family members, and the importance of spending time together and sharing each other's lives</p> | <p>To understand that some people may befriend us in order to encourage us to adopt their beliefs;</p> <p>· To see that you may be persuaded to join groups whose views and actions are considered extreme?</p> <p>3. To identify external genitalia and internal reproductive organs;</p> <p>About physical and emotional changes of puberty</p> |
| Key vocabulary | <p>1. Service dog, therapy dogs, training, Animal welfare, domestic pet</p> <p>2. Hazard, fire safety, smoke alarm</p> <p>3. Water safety, lifeguard, coastguard, flag, Float, currents, hazards, temperature, relax</p> | <p>1. desert island, stranded, survive, safety, mental well-being, shelter, explore, activity, benefit, signal, rescue</p> <p>2. environment, harm, human, damage, pollution, global warming, improve, natural, poisonous, harmful, thermal, radioactive, exhaust fumes, pollution, recycle, recycling, environment, plastic, materials, improves, harms, local, natural, waste, wildlife, landfills, endanger, injury, marine, protect, harmful</p> <p>3. SatNav, vehicle, map, compass, point, destination, route, direction, navigation, quarter, half, straight, fraction, turn, navigate</p> | <p>1. democracy, election, Prime Minister, candidate, polling say, secret ballot, constituency, MP, charter, Commonwealth, dictator.</p> <p>2. legal, reprimand</p> <p>3. civil rights, nature, nurture, cultural, privileges, abolition, dehumanised, commodity, physically constrained, child labour</p> <p>4. synonyms for holy: holy, sacred, community, place of worship, worship, devotion, artefact. The language of shared human experience: Tolerance, sensitivity, respect; acceptance, awe, belonging, commitment, inspiration, sacred space.</p> <p>5. nuclear family, reconstituted family, cohabiting,</p> | <p>1. Caffeine, adenosine, inhibits, stimulant, dopamine, insomnia, anxiety, withdrawal, depression</p> <p>2. controversial, Bill of Rights, informed decisions, debate, communal rights, radicalisation, grievance, extremism, propaganda, vulnerable</p> <p>3. relationship, love, trust, respect, partner, mental health, safety</p> |

| Summer 1 | EYFS The Great Outdoors Fun At The Seaside | Year 1 /2 The Unsinkable Ship? | Year 3 / 4 What did the Greeks ever do for us? | Year 5 / 6 Stone Age – Carving a way forward? |
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| Lifewise | Follow My Lead x2 Making Mistakes x2 Road Safety x2 | Cyber Safety x 2 Fire Safety x 2 Forest Survival x 2 V- Curiosity | Consent Where Does My Food Come From? Respect x 2 Being Responsible x 2 Earning Money V - Curiosity | NHS x2 The Government x2 Dealing with Adversity x2 First Aid (Y5 during Enrichment Week) V – Curiosity |
| Sequence of learning | <p>1.To initiate play, offering cues for peers to join them and to keep play going by responding to what others are saying or doing</p> <p>To appreciate and value praise for bringing their skills to a group task and realising what they can do together</p> <p>2.To be confident in having a go and to understand that children can feel good about their own success but that making mistakes is another way of learning.</p> <p>To appreciate that they can negotiate and solve problems without turning to aggression and that they have opportunities to put things right.</p> <p>3.To learn stop, look, listen and think before crossing the road</p> | <p>1. To understand the importance of staying safe online that information and data is shared and used online.</p> <p>To know about social media and its benefits and disadvantages.</p> <p>2.To know about the 3 Ps when we talk about fire safety: Prevent, Plan and Practice.</p> <p>3. To understand how to survive in a forest.</p> | <p>1. To know that everyone has the right to body autonomy - pupils will describe the meaning of body rights; know how to respond if someone is touching them in a way that makes them uncomfortable; They will be able to identify and describe how they would talk about this to a trusted adult.</p> <p>2. To know ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment, That people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity); To recognise that people make spending decisions based on priorities, needs and wants</p> <p>3. To understand what respect is. To know why respect is important when working with others.</p> <p>4.To know how we can use responsibility to inspire others</p> | <p>1. To understand what the NHS is.To value the different contributions that people and groups make to the community; to consider career choice.</p> <p>2.To know who the current main political parties are.</p> <p>To know who the current Prime Minister is.</p> <p>To understand the structure of Government and the role of the Prime Minister.</p> <p>3. To understand the importance of overcoming a difficult situation. To understand that when things go wrong, our reaction can help</p> |

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| | To be aware of dangers on the roads and to follow safety rules and the law. | | 5. To know that earning money is the best way to guarantee that you can enjoy your life and have the most freedom to choose your lifestyle | |
| Key vocabulary | <ol style="list-style-type: none"> 1. Share, listen, take turns, cooperate 2. Confidence, trial and error Upstairs and downstairs brain , 3. 3. Danger, cycle lane, road junction, kerb, pavement | <ol style="list-style-type: none"> 1.password, log in, programme, website, online, parents, tablet, laptop, screen, safe, risk, strangers, harm, Internet, permission, e-mail, links, install, download, post, rules, safe, online, harmful, content, contact, report, data, social media, benefit, disadvantage, limit, post, message, responsible, cyber bullying, cookie, history, website, permission 2. prevent, plan, practise, fire, escape, panic, injury, safety, meeting point, belongings, fire fighter, fire brigade, fire engine, emergency, matches, smoke alarm 3. survival, forest, survive, conditions, safety, rescue, equipment, waterproof | <ol style="list-style-type: none"> 1.Bodily autonomy, consent, permission, boundary, mutual 2. Food production, imports, exports. 3. respect, treat respectful, law, illegal, vulnerable, society, cultural, ethnic, racial, religious, gender identity, sexual orientation, disability, disrespect, rudeness, aggression, swearing, peer pressure, responsible, arrest, imprisonment, protect4. about what it means to be responsible. 4.responsibility, responsible, community, environment, inspiration, inspiring, accountable, dependable, determined 5. Earnings, money, saving, spending, freedom, lifestyle | <ol style="list-style-type: none"> 1.NHS, National Health Service, doctor, nurse, consultant, midwife, porter, surgeon, radiographer, support, condition, care, obesity, diet, addiction, disease, health, unhealthy, medicine, treatment, funding, responsibility, hospital, clinic, outpatient, medical, casualty, first aid, paramedic, dentist, taxpayer, insurance, prescription universal, comprehensive, discounted, optician 2.Prime Minister, leader, political parties, General Election, Government, pressure, actions, respectfully, compromise, strategies, dispute, resolve, negotiation, represent, stereotype, rules, laws, community, decision, belief, idea, suggestion, Cabinet, Member of Parliament, MP, democratically, responsible, education, health, finance, trade 3. adversity, bullying, teasing, mental, physical, health, face-to-face, online, social media, respect, problem, overcome, dealing, dversity, tough, decision, reaction, situation, trust, online, social media, bullying, teasing, bystander, acceptable, behaviour, overcome, deal with |

| Summer 2 | EYFS The Great Outdoors Fun At The Seaside | Year 1 / 2 My Ocean, Your Ocean, Our Ocean | Year 3 / 4 Can We Live Anywhere? | Year 5 / 6 Who are the Guardians of the Rainforest? |
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| LifeWise | Sharing x2 Marching to the Beat of your Own Drum x 2 Technology x2 | Personal Goal Setting x 2 Protecting our Planet x 2 Adapting to Change x 2 V- Community | Problem Solving and Resourcefulness x 2 Try and Try Again x 2 Leadership x 2 V- Community | 1.Fairtrade: Same Boat, Different Storm Shirt Off Your Back 2.Learning Part 2 3.Ageism x2 4.Transition 5.Entrepreneurship, Enterprise and Business x2 V-Community |
| Sequence of learning | 1.to understand the feeling of jealousy but to be able to celebrate when others do well and to share in good feelings. That it is good to share all sorts of things like toys or ideas but especially kindness 2.to appreciate that music is a great way of changing my mood and it can make me happy To know that making music together helps me to share ideas and listen to the ideas of other 3.To learn how technology has changed our lives to see how it has changed since our parents were babies and to investigate how it helps us to investigate devices and | 1. Pupils know what personal aims, goals and ambitions are. Pupils know that some aims, ambitions and goals are easier to achieve than others. 2. To know why the planet is getting warmer. Pupils know what pollution is. Pupils can name different types of pollution in the environment.pupils know what global warming is 3. To understand change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.To recognise that not everyone feels the same at the same time, or feels the same about the same things. To know different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good. | 1.To understand what the law is and why we have it. 2. To understand the reasons why failure is important. To understand how we can use failure to succeed. Pupils will know that failing at tasks can sometimes be helpful. Pupils will know that they can learn through their mistakes. Pupils will know what to do if they are failing at tasks. 3. To know about the qualities of a good leader. | 1.To know what the Fairtrade fortnight is. To know how we are connected through the things we wear. 2.To know that learning can continue in a variety of places after leaving school. To value the different contributions that older people make to the community; To understand about diversity, especially to see the benefits of living in a diverse community where older people are valued and respected; about stereotypes; how they can negatively influence behaviours and attitudes towards older people and to develop conscious thought about strategies for challenging stereotypes of ageing; about prejudice; how to recognise behaviours/actions which discriminate against others; ways of |

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| | to think about using them safely.in the home. | To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it | | responding to it if witnessed or experienced. To know that there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations To develop problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools; 2.To learn about how to become an entrepreneur About what we might need to build our own business |
| Key vocabulary | 1.Scared, lonely, kindness, share 2.Music, mood, memory muscle, choices 3..Technology, invented, future, devices, safety | 1. personal goal, setting, aims, ambitions, celebrate, challenge, recognise, strengths, achieve, successful, success, fail, failure, target, motivate, motivation 2. environment, harm, human, damage, pollution, global warming, improve, natural, poisonous, harmful, thermal, radioactive, exhaust fumes, pollution, recycle, recycling, environment, plastic, materials, improves, harms local, natural, waste, wildlife, landfills, endanger, injury, marine, protect, harmful 3. Change, transition, emotions. | 1.problem, problem-solving, solution, analyse, dilemma, technology, online, social media, trolling, bullying, confident, independent, support, successful, solve 2. achieve, win, lose, succeed, failure, failing, celebrate, achievement, strength, improvement, aspiration, goal, adjective, successful, learn failure, failing, mistake, celebrate, achievement, success, successful, strength, improvement, positive, challenge 3. leader, quality, manage, organise, team, goal, skill, achievements, emotion, opinion, view, consider, compromise, negotiation, negotiate, resilience, responsibility, confident, respect, challenge, relationship, collaborate, resolve, difference, decision, honest, committed, creative, inspiring, reliable | 1.Consumer, Customer, Produce, Exploitation, Systems Thinking Working Conditions, Income 2.learn, learning, college, university, environment, school, home, knowledge, behaviour, skills, values, preferences, resilient, determined, GCSE, Diploma, A Level, BTech, Certificate, intelligences, apprentice, apprenticeship 3.Life expectancy, ageism, housing, health, harm, disadvantage, injustice, demean 4.Friendships, positive, respect, help, qualities, peer pressure, support, services 5 business, company, employee, employer, entrepreneur, enterprise, risk, profit, advice, success, decision, positive, negative, opportunity, challenge, wealth, status, inspire, financial, commitment |

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Speaking | <ul style="list-style-type: none"> -Enjoy listening to and using spoken and written language, and readily turn to it in play and learning. -Use talk to organise sequence and clarify thinking, ideas, feelings and events. -Use language to imagine and recreate roles and experiences. -Speak clearly and audibly with confidence and control, and show awareness of the listener. -Extend their vocabulary, exploring the meanings and sounds of new words. | <ul style="list-style-type: none"> -To be able to speak about matters of immediate interest -To convey simple meanings to a range of listeners, speaking audibly, and begin to extend their ideas or accounts by providing some detail -To ask relevant questions -Retell stories, ordering events, using story language -Interpret a text by reading aloud with variety pace and emphasis -Experiment with and build new stores of words to communicate with in different contexts | <ul style="list-style-type: none"> -Speak with clarity & use appropriate intonation when reading & reciting texts. -To begin to be aware that in some situations a more formal vocabulary and tone of voice are used -To begin to use standard English and understand when it is used -To begin to show confidence in speaking and listening, particularly where the topics interest -To speak clearly when developing & explaining their ideas and use a growing vocabulary -Tell real and imagined stories, using the conventions of familiar story language | <ul style="list-style-type: none"> -To show understanding of the main point through asking relevant comments & questions -To begin to adapt what they say to the needs of the listener. -To develop their use of standard English and understand when it is used -Sustain conversation, explain or give reasons for their views or choices. -Develop and use specific vocabulary in different contexts -Choose and prepare poems or stories for performance, identify appropriate expression, tone, volume & use of voices & other sounds. | <ul style="list-style-type: none"> -Respond appropriately on the contributions of others in light of alternative viewpoints. -Tell stories effectively and convey detailed information coherently for listeners. -To maintain the use of standard English and understand when it is used -Use and reflect on some ground rules for sustaining talk and dialogue. -Offer reasons and evidence for their views, considering alternative opinions. | <ul style="list-style-type: none"> -Tell a story using notes designed to cue techniques, such as repetition, recap and humour. -Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language. -Use and explore different question types. -Participate in whole class debate using the conventions and language of debate, including Standard English. | <ul style="list-style-type: none"> -Use a range of oral techniques to present persuasive arguments and engaging narratives. -Use the techniques of dialogic talk to explore ideas, topics or issues. -Use Standard English consistently in formal situations and promote justify or defend a point of view using supporting evidence, examples and visual aids which are linked back to the main argument. -Use exploratory, hypothetical and speculative talk as a tool for clarifying ideas. |

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| <p style="text-align: center;">Listening</p> | <p>-Listen with enjoyment and respond to stories, songs and other music, rhymes and poems, and make up their own stories, rhymes and poems. -Sustain attentive listening, responding to what they have heard by relevant comments, questions and actions. -Extend vocabulary, exploring the meanings and sounds of new words.</p> | <p>-To maintain attention & participate -To listen to others and usually respond appropriately -Listen with sustained concentration, building new words in context -Listen to and follow instructions accurately</p> | <p>-To listen carefully to others in class and respond with increasing appropriateness to what others say. -Follow instructions and ask relevant questions. -Listen to input from an adult, remember some specific points and identify what they have learnt.</p> | <p>-To speak and listen confidently in different contexts, exploring and communicating ideas -Follow up others' points and show whether they agree or disagree in whole class discussion</p> | <p>-Listen to a speaker, make notes on the talk and use notes to develop a role-play. -Compare the different contributions of music, words and images in short extracts from TV programmes. -Investigate how talk varies with age, familiarity, gender and purpose.</p> | <p>-Identify different question types and evaluate impact on audience. -Identify some aspects of talk which vary between formal and informal occasions. -Analyse the use of persuasive language. -Make notes when listening for a sustained period and discuss how note taking varies depending on context and purpose.</p> | <p>-Analyse and evaluate how speakers present points effectively through use of language and gesture -Listen for language variation in formal and informal contexts of its use.-Identify the ways spoken language varies according to differences in context and purpose -Identify the main methods used by presenters to explain, persuade, amuse or argue a case, eg emotive language.</p> |
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