

RHE Curriculum Programme of Study

Appendix 3: How Halstead Community Primary School covers the statutory content of relationships and health education across the school's curriculum

The statutory curriculum will be delivered through our PSHE, Science, Computing and PE curriculums as well as mental wellbeing Mind Fitness sessions, British Values sessions and some specific RHE units.

The curriculum is underpinned by the school's values of:

- Personal excellence
- Respect and Friendship
- Inspiration
- Determination and Courage
- Equality

As well as the British Values of:

- Democracy
- Rule of Law
- Respect
- Tolerance
- Individual Liberty.

Cycle A							
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
PSHE	Saplings	Relationships A	Community	Being Healthy	Responsible Citizenship	Democracy & Rule of Law	Changes
	Oak	Relationships A	Community	Being Healthy	Responsible Citizenship	Democracy & Rule of Law	Changes
	Willow	Community – Coming to Britain including GRT	Responsible citizenship	Being Healthy	Relationships A	Democracy & rule of law	Changes Adolescent changes
Science	Saplings	Living things & their Habitats (Yr2 Kent scheme of work)					
	Oak	Living things & their Habitats (Yr4 Kent scheme of work unit)					

	Willow	Living things & their Habitats (Yr5 Kent scheme of work unit)			Living things & their Habitats (Yr 6 Kent scheme of work unit)	Evolution & Inheritance (Yr6 Kent scheme of work unit)	
Computing				e-Safety			
Physical health and fitness	Saplings	Daily mile Health Related Exercise (HRE)	Daily mile	Daily mile	Daily mile	Daily mile	Daily mile
	Oak	Daily mile	Daily mile	Daily mile	Daily mile	Daily mile	Daily mile Health Related Exercise (HRE)
	Willow	Daily mile	Daily mile	Daily mile	Daily mile	Daily mile	Daily mile Health Related Exercise (HRE)
Mental Wellbeing	Saplings	Mind Fitness session 1.1	Mind Fitness session 1.2	Mind Fitness session 1.3	Mind Fitness session 1.4	Mind Fitness session 1.5	Mind Fitness session 1.6
	Oak	Mind Fitness session 2.1	Mind Fitness session 2.4	Mind Fitness session 2.3	Mind Fitness session 2.7	Mind Fitness session 2.2	Mind Fitness session 2.8
	Willow	Mind Fitness session 2.1	Mind Fitness session 2.2	Mind Fitness session 2.5	Mind Fitness session 2.7	Mind Fitness session 2.4	Mind Fitness session 2.10
British Values Units	Saplings	Year 2 unit Law and Order: What do the police do? It's not fair	Year 2 unit Law and Order: What if everybody did that? Protection and Safety	Year 2 unit Law and Order: In Court Does wrong make a right?	Year 2 unit Law and Order: Human rights in Britain Disability Rights	Year 2 unit Law and Order: I have a dream Punishment	Year 2 unit Law and Order: Borrowing and stealing Heroes in Society
	Oak	Year 3 unit Enlightenment from Around the World: How invaders made Britain The Volatile Vikings	Year 3 unit Enlightenment from Around the World: Animal Emblems Mindfulness in the West	Year 3 unit Enlightenment from Around the World: Blue Britain Giving and Good will in Britain	Year 4 unit Empire: Immigration and Britain Fair Trade	Year 3 unit Enlightenment from Around the World: Spice up the Kitchen Stories from West to East Brit Asia	Year 3 unit Enlightenment from Around the World: The Restless Romans
	Willow	Year 6 unit British Parliament: Can everybody vote? Voting Mock Election	Year 5 unit Democracy: Respect Recognising Other's rights	Year 6 unit British Parliament: Government around the world Political Parties	Year 5 unit Democracy: The Magna Carta It's a riot	Year 6 unit British Parliament: Rules and Law How Laws are Created Debating New Laws	Year 6 unit British Parliament: Politics & newspapers Getting your message across
Additional RHE units	Saplings		GRT				Health and Prevention (Exposure to sun)
	Oak	Families (marriage)		Health and Prevention			
	Willow						Changing adolescent body

Cycle B

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
PSHE	Saplings	Relationships B	Living in the Wider World	Being Safe and Taking Risks	Global Citizenship	Diversity and Tolerance	Economic Wellbeing
	Oak	Relationships B	Living in the Wider World	Being Safe and Taking Risks	Global Citizenship	Diversity and Tolerance	Economic Wellbeing
	Willow	Living in the wider world	Being safe & taking risks	Relationships B	Global citizenship	Economic wellbeing	Diversity & tolerance – KS2 (general) Equal opportunities
Science	Saplings	Animals Including Humans (Yr1 Kent scheme of work unit)	Animals Including Humans (Yr2 Kent scheme of work unit)				
	Oak		Animals Including Humans (Yr3 Kent scheme of work unit)	Animals Including Humans (Yr4 Kent scheme of work unit)			
	Willow					Animals Including Humans (Yr5 Kent scheme of work unit)	Animals Including Humans (Yr6 Kent scheme of work unit)
Computing				e-Safety			
PE Physical health and fitness	Saplings	Daily mile Health Related Exercise (HRE)	Daily mile	Daily mile	Daily mile	Daily mile	Daily mile
	Oak	Daily mile	Daily mile	Daily mile	Daily mile	Daily mile	Daily mile
	Willow	Daily mile	Daily mile	Daily mile	Daily mile	Daily mile	Daily mile Health Related Exercise (HRE)
Mental Wellbeing	Saplings	Mind Fitness session 1.2	Mind Fitness session 1.3	Mind Fitness session 1.5	Mind Fitness session 1.7	Mind Fitness session 1.8	Mind Fitness session 1.6
	Oak	Mind Fitness session 2.1	Mind Fitness session 2.4	Mind Fitness session 2.3	Mind Fitness session 2.7	Mind Fitness session 2.2	Mind Fitness session 2.8
	Willow	Mind Fitness session 2.1	Mind Fitness session 2.2	Mind Fitness session 2.5	Mind Fitness session 2.7	Mind Fitness session 2.4	Mind Fitness session 2.10

British Values	Saplings	Year 1 unit Long Live the Queen: Who is the Queen? The Union Jack	Year 1 unit Long Live the Queen: Our Royal Family The Queen's Global family	Year 1 unit Long Live the Queen: Where does the Queen live? Discover London and your local area	Year 1 unit Long Live the Queen: Ben's Rules Coat of Arms	Year 1 unit Long Live the Queen: Tourism in the UK Britain's Got Talent	Year 1 unit Long Live the Queen: Heroes of the Round Table On Guard
	Oak	Year 4 unit Empire: The Empire on which the Sun never Sets Freedom vs Slavery	Year 4 unit Empire: The Underdog Conflict – Does it work?	Year 4 unit Empire: Innovation and Creativity Trade on a Global Scale	Year 4 unit Empire: The Green Revolution Independence Day	Year 3 unit Enlightenment from Around the World: Our Heroes Influential People	Year 4 unit Empire: Pride of Britain How Children are Changing the World
	Willow	Year 5 unit Democracy: Democratic heroes	Year 5 unit Democracy: We shall never surrender Human rights during the Holocaust	Year 5 unit Democracy: Freedom of speech	Year 5 unit Democracy: Fighting for rights around the world	Year 5 unit Democracy: The Chartists The Suffragettes	Year 5 unit Democracy: The abolition of the slave trade Political Heroes
Additional RHE units	Saplings		Health and Prevention (Personal / Dental Hygiene)				Families (Marriage)
	Oak	Families (Marriage)	GRT				
	Willow		Healthy eating Drugs, alcohol & tobacco				Changing adolescent body

PSHE Curriculum

Relationships A			
EYFS	KS1	LKS2	UKS2
<i>How to develop healthy relationships.</i>	<i>How to develop and maintain a variety of relationships.</i>	<i>How to develop and maintain a variety of relationships within a range of social contexts.</i>	<i>How to develop and maintain a variety of healthy relationships within a range of cultural contexts.</i>
<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> ○ to communicate their feelings to others, to recognise how others show feelings and how to respond ○ to recognise how their behaviour affects other people ○ to listen to other people and play and work cooperatively ○ to identify their special people (family, friends, carers), what makes them special 	<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> ○ to communicate their feelings to others, to recognise how others show feelings and how to respond ○ to recognise what is fair and unfair, kind and unkind, what is right and wrong ○ to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) ○ to identify their special people (family, friends, carers), what makes them special and how special people should care for one another 	<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> ○ to recognise and respond appropriately to a wider range of feelings in others ○ that their actions affect themselves and others ○ to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships ○ to be aware of different types of relationship, including those between acquaintances, friends, relatives and families, 	<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> ○ to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships ○ to recognise ways in which a relationship can be unhealthy and who to talk to if they need support. ○ to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view ○ to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves

Community

EYFS	KS1	LKS2	UKS2
<i>How to be part of a group (my family and our class).</i>	<i>How to be part of about different groups (our class and our school).</i>	<i>How to be part of about different groups and communities (community clubs/groups and our local community).</i>	<i>How to respect equality and to be a productive member of a diverse community (our British Community).</i>
<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> ○ how to contribute to the life of the classroom ○ to help construct, and agree to follow, group and class rules ○ that they belong to various groups and communities such as family and their class 	<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> ○ how to contribute to the life of the classroom ○ to help construct, and agree to follow, group and class rules and to understand how these rules help them ○ that they belong to various groups and communities such as their class and school 	<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> ○ why and how rules protect themselves and others and why rules are needed ○ how to take part in making and changing rules ○ what being part of a community means, and about the varied local community groups 	<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> ○ what being part of a community means, and about the varied institutions that support communities locally and nationally ○ to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom ○ to think about the lives of people with different values and customs

Being Healthy

EYFS	KS1	LKS2	UKS2
<i>How to be healthy.</i>	<i>How to have a healthy lifestyle.</i>	<i>How to maintain physical and emotional health and wellbeing.</i>	<i>How to make informed choices about physical, mental and emotional health and wellbeing and how to recognise sources of help.</i>
<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> ○ what being healthy means (exercise, rest/sleep, healthy eating and dental health) ○ to recognise what they like and dislike ○ about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings ○ the importance of and how to maintain personal hygiene ○ about growing and changing 	<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> ○ what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health ○ to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences ○ about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings ○ about growing and changing and new opportunities and responsibilities that increasing independence may bring 	<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> ○ what positively and negatively affects their physical and emotional health (including the media) ○ how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' ○ to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet ○ to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others 	<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> ○ what positively and negatively affects their physical, mental and emotional health (including the media) ○ about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact their body autonomy and rights ○ to recognise how images in the media do not always reflect reality and can affect how people feel about themselves ○ school rules about health and safety, basic emergency aid procedures, where and how to get help ○ about people who are responsible for helping them stay healthy and safe and ways that these people can help

Responsible Citizenship

EYFS	KS1	LKS2	UKS2
<i>How to respect yourself and others.</i>	<i>How to respect yourself and others and the importance of responsible behaviours and actions.</i>	<i>How we have rights and responsibilities as members of families and other groups.</i>	<i>How we have rights and responsibilities as members of families, other groups and ultimately as citizens.</i>
<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> ○ that people and other living things have needs ○ what improves and harms themselves ○ ways people look after them and how they can look after themselves 	<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> ○ that people and other living things have needs and that they have responsibilities to meet them ○ what improves and harms their local, natural and built environments and about some of the ways people look after them <p>*This unit to include a school based improvement project.</p>	<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> ○ to understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child ○ that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment <p>*This unit to include a school or community based improvement project.</p>	<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> ○ to understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child and that these universal rights are there to protect everyone and have primacy both over national law and family and community practices ○ to recognise the role of voluntary, community and pressure groups <p>*This unit to include a community based improvement project.</p>

Democracy and Rule of Law

EYFS	KS1	LKS2	UKS2
<i>To express wants & needs appropriately and know & follow class and school rules.</i>	<i>To understand democracy and rules through school events.</i>	<i>To understand the history of democracy and the rule of law.</i>	<i>To understand democracy and the rule of law through national and world wide events.</i>
<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> ○ express their needs and wants appropriately ○ share and take turns ○ learn the school and class rules and know that there are consequences if rules are not followed 	<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> ○ how to express opinions and listen to others ○ the role of the school council ○ the importance of rules ○ that there are consequences if rules are not followed 	<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> ○ to understand the history of parliamentary democracy in the UK ○ that there are rules and laws in society ○ to consider and debate if rules are fair and what would society would be like if there were no rules 	<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> ○ to compare democracy with other forms of government ○ to understand how laws are made and enforced in the UK

Changes

EYFS	KS1	LKS2	UKS2
<i>To learn about managing change and loss.</i>	<i>To learn about managing change and loss.</i>	<i>To understand about managing change, transition & loss</i>	<i>To understand about managing change, including puberty, transition & loss</i>
<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> ○ about changes in their own lives eg. new additions to their family; starting in a new class ○ about loss and managing feelings eg. losing a toy or pet 	<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> ○ about changes in their own lives eg. new additions to their family; starting a new class; moving house ○ about loss and managing feelings eg. losing a toy, pet or friend 	<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> ○ about change and transitions including: loss, separation, divorce and bereavement 	<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> ○ about change and transitions including: starting a new school, making new friends ○ how their body will change as they approach and move through puberty ○ about human reproduction

Relationships B

EYFS	KS1	LKS2	UKS2
<i>How to recognise and manage emotions</i>	<i>How to recognise and manage emotions within a range of relationships</i>	<i>How to respond to risky or negative relationships and ask for help</i>	<i>How to respond to risky or negative relationships and ask for help, including all forms of bullying and abuse</i>
<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> ○ to communicate their feelings to others, to recognise how others show feelings and how to respond ○ to recognise how their behaviour affects other people ○ to listen to other people and play and work cooperatively ○ to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class 	<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> ○ to think about themselves, learn from their experiences and recognise what they are good at ○ to recognise how their behaviour affects other people ○ to offer constructive support and feedback to others ○ to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say 	<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> ○ to realise the consequences of antisocial and aggressive behaviours, such as bullying and racism, on individuals and communities ○ to recognise ways in which a relationship can be unhealthy and who to talk to if they need support ○ to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves 	<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> ○ to know how and why rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules ○ to know that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view ○ to know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment ○ to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help) ○ to recognise and manage 'dares'

Living in the Wider World

EYFS	KS1	LKS2	UKS2
<i>How to demonstrate respect for self and others</i>	<i>How to demonstrate respect for self and others and the importance of responsible behaviours and actions</i>	<i>How to respect equality and to be a productive member of a diverse community</i>	<i>How they have rights and responsibilities as citizens and how to respect equality and to be a productive member of a diverse community</i>
<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> ○ to realize that they and other people and other living things have needs ○ to know rules for and ways of, keeping safe ○ to know that they belong to various groups and communities such as family and school 	<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> ○ to realize that people and other living things have needs, and that we have responsibilities to meet them ○ to know that they belong to various groups and communities such as family and school ○ to know rules for and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe 	<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> ○ to consider social and moral dilemmas that they come across in life ○ to recognise the role of voluntary, community and pressure groups ○ to think about the lives of people living in other places, and people with different values and customs 	<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> ○ to understand the reasons why people sometimes need help. ○ to understand how charities can support people through difficult times. ○ to recognise the role of voluntary, community and pressure groups ○ to think about the lives of people living in other places and times

Being Safe & Taking Risks

EYFS	KS1	LKS2	UKS2
<i>How to keep physically and emotionally safe</i>	<i>How to keep physically and emotionally safe</i>	<i>How to manage risks to physical and emotional health and wellbeing</i>	<i>How to make informed choices about health and wellbeing and to recognise sources of help with this</i>
<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> ○ ways of keeping physically and emotionally safe ○ about people who look after them 	<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> ○ to recognise, name and deal with their feelings in a positive way ○ to think about themselves, learn from their experiences and recognise what they are good at ○ rules for and ways of keeping physically and emotionally safe 	<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> ○ to differentiate between the terms, 'risk', 'danger' and 'hazard' ○ to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience ○ to recognise their increasing independence brings increased responsibility to keep themselves and others safe 	<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> ○ about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact ○ strategies for keeping physically and emotionally safe ○ about people who are responsible for helping them stay healthy and safe and ways that they can help these people ○ to appreciate that resources can be allocated in different ways, and that these economic choices affect individuals and communities

Global Citizenship

EYFS	KS1	LKS2	UKS2
<i>How to be a responsible member of a group</i>	<i>How to be a responsible member of a group and ultimately as responsible citizens</i>	<i>How to respect equality and to be a productive member of a diverse community</i>	<i>How to respect equality and to be a productive member of a diverse community and the role of philanthropy</i>
<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> ○ how to contribute to the life of the classroom ○ to know that family and friends should care for one another 	<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> ○ to realise that people and other living things have needs, and that they have responsibilities to meet them ○ to know that family and friends should care for one another 	<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> ○ why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules ○ to think about the lives of people living in other places and times, and people with different values and customs ○ to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help 	<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> ○ to realise that there are different kinds of responsibilities, rights and duties ○ to know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment ○ to think about the lives of people living in other places, and people with different values and customs

Diversity and Tolerance

EYFS	KS1	LKS2	UKS2
<i>How to respect equality and diversity in relationships</i>	<i>How to respect equality and diversity in relationships</i>	<i>How to respect equality and to be a productive member of a diverse community</i>	<i>How to respect equality and to be a productive member of a diverse community</i>
<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> ○ to identify and respect the differences and similarities between people ○ to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say 	<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> ○ to identify and respect the differences and similarities between people ○ to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say 	<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> ○ to think about the lives of people living in other places, and people with different values and customs ○ why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules ○ to realise the consequences of anti-social and aggressive behaviours such as bullying, racism on individuals and communities ○ to know about important historical figures who fought for diversity and tolerance (Nelson Mandela) 	<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> ○ to talk and write about their opinions, and explain their views, on issues that affect themselves and society ○ to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities ○ to recognise and challenge stereotypes ○ to know about important historical figures who fought for diversity and tolerance (Martin Luther King)

Economic Wellbeing

EYFS	KS1	LKS2	UKS2
<i>How money plays an important part in their lives</i>	<i>How money plays an important part in people's lives</i>	<i>How money plays an important part in people's lives and about where money comes from, keeping it safe and managing it effectively</i>	<i>How money plays an important part in people's lives and having a basic understanding of enterprise</i>
<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> ○ to know that family and friends should care for each other ○ about the role money plays in their lives 	<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> ○ to know that family and friends should care for each other ○ that money comes from different sources and can be used for different purposes, including the concepts of spending and saving ○ about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices 	<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> ○ to understand the role money plays in their own and others' lives ○ to know that resources can be allocated in different ways and that these economic choices affect individuals and communities ○ to know how to find information and advice by understanding about welfare systems in society 	<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> ○ to understand the role money plays in their own and others' lives ○ to talk and write about their opinions, and explain their views, on issues that affect themselves and society ○ to know that resources can be allocated in different ways and that economic choices affect individuals, communities and the sustainability of the environment

Science Curriculum

Year group	The World
R	<ul style="list-style-type: none"> • Children know about similarities and differences in relation to places, objects, materials and living things. • They talk about the features of their own immediate environment and how environments might vary from one another. • They make observations of animals and plants and explain why some things occur, and talk about changes.

Year group	Animals including humans Statutory Requirements from the Programme of Study
1	<ul style="list-style-type: none"> • Identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. • Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles and mammals, and including pets). • Identify, name draw and label the basic parts of the human body and say which parts of the body is associated with each sense.
2	<ul style="list-style-type: none"> • Notice that animals, including humans, have offspring which grow into adults • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
3	<ul style="list-style-type: none"> • Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • Identify that humans and some animals have skeletons and muscles for support, protection and movement.
4	<ul style="list-style-type: none"> • Describe the simple functions of the basic parts of the digestive system in humans • Identify the different types of teeth in humans and their simple functions • Construct and interpret a variety of food chains, identifying producers, predators and prey.
5	<ul style="list-style-type: none"> • Describe the changes as humans develop from birth to old age.
6	<ul style="list-style-type: none"> • Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • Describe the ways in which nutrients and water are transported within animals, including humans.

Year group	Living Things and Their Habitats Statutory Requirements from the Programme of Study
2	<ul style="list-style-type: none"> • Explore and compare the differences between things that are living, dead, and things that have never been alive • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. • Identify and name a variety of plants and animals in their habitats, including micro-habitats • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
4	<ul style="list-style-type: none"> • recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • recognise that environments can change and that this can sometimes pose dangers to living things
5	<ul style="list-style-type: none"> • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • Describe the life process of reproduction in some plants and animals.
6	<ul style="list-style-type: none"> • Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals • Give reasons for classifying plants and animals based on specific characteristics

Year group	Evolution and Inheritance Statutory Requirements from the Programme of Study
Upper Key Stage 2	<ul style="list-style-type: none"> • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Computing Curriculum

Year group	Technology
R	<ul style="list-style-type: none">• Children recognise that a range of technology is used in places such as homes and schools.• They select and use technology for particular purposes.

Year group	E-Safety Programme of Study
1	<ul style="list-style-type: none">• To log in safely.• To learn how to find saved work in the Online Work area and find teacher comments.• To learn how to search Purple Mash to find resources.• To become familiar with the icons and types of resources available in the Topics section.• To start to add pictures and text to work.• To explore the Tools and Games section of Purple Mash• To learn how to open, save and print.• To understand the importance of logging out
2	<ul style="list-style-type: none">• To know how to refine searches using the Search tool.• To use digital technology to share work on Purple Mash to communicate and connect with others locally.• To have some knowledge and understanding about sharing more globally on the Internet.• To introduce Email as a communication tool using 2Respond simulations.• To understand how we should talk to others in an online situation.• To open and send simple online communications in the form of email.• To understand that information put online leaves a digital footprint or trail.• To identify the steps that can be taken to keep personal data and hardware secure.
3	<ul style="list-style-type: none">• To know what makes a safe password.• Methods for keeping passwords safe.• To understand how the Internet can be used in effective communication.• To understand how a blog can be used to communicate with a wider audience.• To consider the truth of the content of websites.• To learn about the meaning of age restrictions symbols on digital media and devices.
4	<ul style="list-style-type: none">• To understand how children can protect themselves from online identity theft. Understand that information put online leaves a digital footprint or trail and that this can aid identity theft.• To identify the risks and benefits of installing software including apps.

	<ul style="list-style-type: none"> ● To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism. ● To identify appropriate behaviour when participating or contributing to collaborative online projects for learning. ● To identify the positive and negative influences of technology on health and the environment. ● To understand the importance of balancing game and screen time with other parts of their lives
5	<ul style="list-style-type: none"> ● To gain a greater understanding of the impact that sharing digital content can have. ● To review sources of support when using technology and children's responsibility to one another in their online behaviour. ● To know how to maintain secure passwords. ● To understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this. ● To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online. ● To learn about how to reference sources in their work ● To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information.
6	<ul style="list-style-type: none"> ● Identify benefits and risks of mobile devices broadcasting the location of the user/device. ● Identify secure sites by looking for privacy seals of approval. ● Identify the benefits and risks of giving personal information. ● To review the meaning of a digital footprint. ● To have a clear idea of appropriate online behaviour. ● To begin to understand how information online can persist. ● To understand the importance of balancing game and screen time with other parts of their lives. ● To identify the positive and negative influences of technology on health and the environment.

PE Curriculum

Year group	Physical Development
R	<ul style="list-style-type: none"> • Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. • Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently

Year group	PE Health Related Exercise (HRE)
1	<ul style="list-style-type: none"> • Develop an understanding of the different types of fitness • Develop pupils physical fitness
2	<ul style="list-style-type: none"> • Develop an understanding of the different types of fitness • Develop pupils physical fitness
3	<ul style="list-style-type: none"> • Develop an understanding of the different types of fitness. • To develop pupils physical fitness. • To partake in fitness tests independently. • Demonstrate a developed understanding of how the body changes/functions during exercise.
4	<ul style="list-style-type: none"> • To partake in all 4 tests independently and organise other pupils within their group. • To list the 4 different areas of fitness being tested without prompts (Speed, Cardio-Vascular Endurance, Muscular Endurance & Co-ordination).
5	<ul style="list-style-type: none"> • To list and define the 4 different areas of fitness being tested. • To suggest plausible ways of improving specific fitness areas using the correct terminology.
6	<ul style="list-style-type: none"> • To list and define the 4 different areas of fitness being tested without prompts (Speed, Cardio-Vascular Endurance, Muscular Endurance & Co-ordination). • Use knowledge of the relationship between the body and exercise to improve fitness components • To apply other influences on their performance (sleep/diet/warming-up).

Mental Wellbeing

	Mind Fitness Sessions
Key Stage One	<ul style="list-style-type: none">1.1 Find My Mind – where is my mind and what does it do?1.2 Looking After My Mind – Car example1.3 Stress – Fizzed up1.4 Bean Bag Breathing – I can feel calmer by watching my breath1.5 Looking After My Mind – mind maintenance: keep active and keep learning1.6 Looking After My Mind – mind maintenance: take notice and care for the planet1.7 Looking After My Mind – mind maintenance: give time and listen1.8 Looking After My Mind – mind maintenance: connect with others
Key Stage Two	<ul style="list-style-type: none">2.1 Find My Mind – where is my mind and what does it do?2.2 Stress and Anxiety – Balloons demonstration2.3 Stress – Fizzed Up2.4 Bean Bag and 5/9 Breathing – I can feel calmer by watching/slowing my breath2.5 Looking After My Mind – mind maintenance: keep active and keep learning2.6 Looking After My Mind – mind maintenance: take notice and care for the planet2.7 Looking After My Mind – mind maintenance: give time and listen2.8 Looking After My Mind – mind maintenance: connect with others

British Values

	Democracy	Rule of Law	Individual Liberty	Mutual Respect
Year 1: Long Live the Queen	The Queen's role in democracy. How rules at school and across the UK protects us all. Learning to value one another's talents and contributions.	Learn why rules exist at school and across the UK – and the Queen's role in law making. The value of voting. Appreciate how – like the Queen's guards - families and significant adults keep us safe.	Use personal creativity to show what the UK means to others. Discover different time periods by celebrating family history. Celebrate heritage, community and local area.	Recognise and appreciate that the UK means different things to different people. Appreciate the heritage of others and their links to the Queen. Keeping everyone safe.
Year 2: Law and Order	The importance of human rights and how this is protected by law. Role of jury in determining if someone should be sentenced History of law. Martin Luther King's influence on society.	Why the law exists. The role of the police and the court. Second chances. How law developed over history. Role of barristers – getting two sides of the story	Recognise their own rights and responsibilities. Determine the 'greys' in situations. Identify the difference between borrowing and stealing.	Recognise the rights of others. Valuing their own talents and those of others – Heroes in Society. Valuing justice for others.
Year 3: Enlightenment from around the World	How other cultures have contributed to the wide variety of pop cultures and leisure. How democracy allows people to launch fundraising initiatives and the role British values play in this.	The Romans - the origins of public order, law and government. How the law enables people to consume what they like in popular culture.	Recognise the value of their heritage and that of others in contributing to Britain. British and global heroes. Identifying and valuing their own morals and attributes.	Recognise the important contributions other cultures have made to Britain. Appreciate the need and importance of charity giving.
Year 4: Empire	How democracy enables individuals to raise awareness of certain issues. The importance of Independence Days. How trade and immigration contribute to the economy.	The damaging effects the British Empire had on some people's lives. The negative social impact of conflict. How law enables us to help others.	Importance of trading fairly with others and ensuring the environment is sustained. Develop creativity, as well as confidence for self and community.	Understand consequence of conflict. Equality and fairness for all, regardless of nationality or background. Why others deserve their rights.
Year 5: Democracy	Magna Carta – the start of democracy in England. How oppressed groups won their right to vote. The advantages and disadvantages of freedom of speech.	How rules were exploited by those in power. Certain events in history influenced law. How the law protects people's rights.	Democratic heroes. Recognise others' rights. Respect the views and interpretations of others. Express one's concerns in a positive way.	The development of rights for women and ordinary citizens. Understand the plight of those in other parts of the world. Knowing consequences of actions and taking responsibility.
Year 6: British Parliament	Government around the world the advantages and disadvantages of democracy Voting – how the vote was won Political parties	Treason and the gunpowder plot – is it right to protest? Creating and debating laws Rules and law how they work for the greater good of all in society	Political heroes Human rights Equality and fairness regardless of background or gender The freedom to choose your political beliefs	Getting your message across the unique value of the individual The development of rights for women

Additional RHE units

GRT Community

	GRT Community awareness
Saplings Years 1 and 2	<ul style="list-style-type: none"> • language of Gypsy, Traveller and Roma communities
Oak Years 3 and 4	<ul style="list-style-type: none"> • culture of Gypsy, Traveller and Roma communities
Willow Years 5 and 6	<ul style="list-style-type: none"> • history of Gypsy, Traveller and Roma communities • challenging stereotypes and supporting community cohesion

Year group	Additional RHE
Saplings	<p>Health and Prevention - Exposure to sun</p> <p>Taught in Cycle A Term 6 – as part of Science - Seasonal Change. Children will be taught about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage which might include sunburnt skin.</p> <p>Mental Wellbeing - Benefits of physical exercise and time outdoors</p> <p>Taught in Cycle B Term 1 – as part of PE – Health Related Exercise. Children will be taught about the benefits of physical exercise and time spent outdoors on our mental wellbeing and happiness.</p> <p>Health and Prevention (Personal / Dental Hygiene)</p> <p>Taught in Cycle B Term 2 – as part of Science – Animals including Humans. Children will be taught about personal hygiene and germs including bacteria, viruses and how they are spread and treated, and the importance of handwashing. They will also be taught about dental health and the benefits of good oral hygiene and dental flossing and regular check ups at the dentist.</p> <p>Families (Marriage)</p>

	Taught in Cycle B Term 6 – as part of English. Children will be taught that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
Oak	<p>Families</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>Health & Prevention</p> <p>About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p>
Willow	<p>Changing Adolescent body</p> <p>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11 including physical and emotional changes. About menstrual wellbeing including the key facts about the menstrual cycle.</p> <p>Drugs, alcohol & tobacco</p> <p>The facts about legal and illegal harmful substances and associated risks, including smoking alcohol use and drug-taking.</p>

Whole School Activities

	Whole school
Cycles A and B Term 2	<ul style="list-style-type: none"> • Anti-bullying week
Cycles A and B Term 3	<ul style="list-style-type: none"> • Safer Internet Day
Ongoing	<ul style="list-style-type: none"> • Growth Mindset, including a willingness to be wrong • Go for green