

National curriculum and/or guidance documents

Health ed, RSE, British values

[Department for Education - \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)

[Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)

Relationships Education

Sex Education

Citizenship

British values

- inclusion and equality of opportunity

Development of character, confidence and resilience

Physical Health and mental Well-being

spiritual, moral, social and cultural development

Safety

Economic understanding

Forest School (term 1 and 2)

Theme: Keeping warm and cooking

Skills: Shelter building and using fire for cooking

Knowledge	Early Years	Year 1	Year 2
Citizenship	<p>To start to understand children’s rights and this means we should all be allowed to learn and play</p> <p>To learn what being responsible means (link to SJM learner skill)</p>	<p>To understand the rights and responsibilities as a member of my class</p> <p>To know that I belong to my class</p> <p>To understand my rights and responsibilities within our classroom and school</p>	<p>To understand the rights and responsibilities for being a member of my class and school</p>

British values • Inclusion and equality of opportunity	To understand how it feels to belong and that we are similar and different	To feel special and safe in my class To know how to make my class a safe place for everybody to learn	To help to make my class a safe and fair place
Development of character, confidence and resilience	To understand that we are all unique.	To know my views are valued and can contribute to the Learning Charter To recognise how it feels to be proud of an achievement To recognise the choices I make and understand the consequences To recognise the range of feelings when I face certain consequences	To listen to other people and contribute my own ideas about rewards and consequences To recognise the choices I make and understand the consequences
Physical Health and mental Well-being spiritual, moral, social and cultural development	To start to recognise and manage my feelings. (Link to whole school work on zones of regulation) To work together and consider other people's feelings To understand why it is good to be kind and use gentle hands	n/a	To identify some of my hopes and fears for this year To recognise when I feel worried and know who to ask for help To work cooperatively
Safety	n/a	n/a	n/a
Economic understanding	n/a	n/a	n/a
Vocabulary	same different unique happy sad angry	safe calm special belonging rights responsibilities	worries hopes fears actions choice positive

	excited share rights responsible	rewards consequence learning charter proud	negative belonging rights responsibilities consequences rewards
Texts	Dogger by Shirley Hughes Hands are not for hitting by Martine Agassi No Hitting, Henry by Lisa Regan	The Huge Bag of Worries by Virginia Ironside I like myself by Karen Beaumont	The Huge Bag of Worries by Virginia Ironside I'll do it by Brian Moses and Mike Gordan We are all Born Free
Enhancements How the curriculum is enriched.	Whole school work on Zones of regulation including assemblies, displays and explicit teaching of the different zones and what this may look and feel like	Whole school work on Zones of regulation including assemblies, displays and explicit teaching of the different zones and what this may look and feel like	Whole school work on Zones of regulation including assemblies, displays and explicit teaching of the different zones and what this may look and feel like

Knowledge	Year 3	Year 4	Year 5	Year 6
Citizenship	n/a	To know how good it feels to be included in a group and understand how it feels to be excluded To understand who is in my school community, the roles they play and how I fit in I can take on a role in a group and contribute to the overall outcome	To understand my rights and responsibilities as a citizen of my country and as a member of my school To empathise with people in this country whose lives are different to my own	To know that there are universal rights for all children but for many children these rights are not met To understand my own wants and needs and can compare these with children in different communities

				To understand that my actions affect other people locally and globally
<p>British values</p> <ul style="list-style-type: none"> Inclusion and equality of opportunity 	n/a	<p>To try to make people feel welcome and valued</p> <p>To understand how democracy works through the School Council</p> <p>To understand how democracy and having a voice benefits the school community</p>	<p>To understand how democracy and having a voice benefits the school community and know how to participate in this</p>	<p>To feel welcome and valued and know how to make others feel the same</p> <p>To understand how democracy and having a voice benefits the school community</p>
<p>Development of character, confidence and resilience</p>	<p>To recognise my worth and identify positive things about myself and my achievements.</p> <p>To set personal goals</p> <p>To value myself and know how to make someone else feel welcome and valued</p> <p>To face new challenges positively, make responsible choices and ask for help when I need it</p>	n/a	<p>To face new challenges positively and know how to set personal goals</p> <p>To know what I value most about my school and can identify my hopes for this school year</p>	<p>To identify my goals for this year, understand my fears and worries about the future and know how to express them</p> <p>I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them</p> <p>I understand why our school community benefits from a shared vision and how I can help others to follow it by modelling it myself</p>

<p>Physical Health and mental Well-being spiritual, moral, social and cultural development</p>	<p>To recognise how it feels to be happy, sad or scared and be able to identify if other people are feeling these emotions</p> <p>To understand why rules are needed and how they relate to rights and responsibilities</p> <p>To understand that my actions affect myself and others and to care about other people's feelings</p> <p>To understand that my behaviour brings rewards/consequences</p> <p>To make responsible choices and take action</p> <p>To work cooperatively in a group</p> <p>To understand that my actions affect others and try to see things from their points of view</p>	<p>To know my attitudes and actions make a difference to the class team</p> <p>To understand that my actions affect myself and others</p> <p>To care about other people's feelings and try to empathise with them</p> <p>To understand how rewards and consequences motivate people's behaviour</p> <p>To understand how groups come together to make decisions I can take on a role in a group and contribute to the overall outcome</p>	<p>To make choices about my own behaviour because I understand how rewards and consequences feel</p> <p>To understand that my actions affect me and others</p> <p>To understand how an individual's behaviour can impact on a group</p> <p>To contribute to the group and understand how we can function best as a whole</p>	<p>To make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities</p> <p>To understand how an individual's behaviour can impact on a group</p> <p>To contribute to the group and understand how we can function best as a whole</p>
<p>Safety</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>
<p>Economic understanding</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>
<p>Vocabulary</p>	<p>valued achievement personal goal praise emotions solutions support</p>	<p>include (included) exclude (excluded) team value role school community democracy</p>	<p>motivation challenge empathy citizen poverty prejudice refugee</p>	<p>want/s need/s compare opportunities obstacle legal illegal</p>

	<p>point of view cooperate rights responsibilities consequences rewards</p>	<p>vote contribution rights responsibilities charter</p> <p>UNCRC (United Nations Convention on the Rights of a Child)</p>	<p>migrant collaborate cooperate democracy goals rights responsibilities</p> <p>UNCRC (United Nations Convention on the Rights of a Child)</p>	<p>community goals valued rights responsibilities</p> <p>UNCRC (United Nations Convention on the Rights of a Child)</p>
<p>Texts</p>	<p>We are all born free</p> <p>Film link – Matilda at Crunchem Hall with Miss Trunchbull. Who can she talk to?</p>	<p>We are all born free</p> <p>For every child</p>	<p>The Promise</p> <p>We are all born free</p> <p>For every child</p>	<p>We are all born free</p> <p>For every child</p>
<p>Enhancements How the curriculum is enriched.</p>	<p>Whole school work on Zones of regulation including assemblies, displays and explicit teaching of the different zones and what this may look and feel like</p>	<p>Whole school work on Zones of regulation including assemblies, displays and explicit teaching of the different zones and what this may look and feel like</p>	<p>Whole school work on Zones of regulation including assemblies, displays and explicit teaching of the different zones and what this may look and feel like</p>	<p>Whole school work on Zones of regulation including assemblies, displays and explicit teaching of the different zones and what this may look and feel like</p>