

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 British values <ul style="list-style-type: none"> • Inclusion and equality of opportunity 	Lots of links between citizenship, British values and development of character, confidence and resilience (see below) and physical health and mental well-being spiritual, moral, social and cultural development (see below).		

<p>Development of character, confidence and resilience</p>	<p>To identify something I am good at and understand everyone is good at different things</p> <p>To know which words to use to stand up for myself when someone says or does something unkind</p>	<p>To know how to make new friends</p> <p>To know how it feels to make a new friend</p>	<p>To know how it feels to be a friend and have a friend can tell you some ways I am different from my friends</p> <p>To understand these differences make us all special and unique</p>
<p>Physical Health and mental Well-being spiritual, moral, social and cultural development</p>	<p>To understand that being different makes us all special</p> <p>To know we are all different but the same in some ways</p> <p>To say why I think my home is special to me</p> <p>To describe how to be a kind friend</p>	<p>To identify similarities and differences between people in my class</p> <p>To say some ways in which I am the same and different from my friends</p> <p>To say what bullying is</p> <p>To understand how being bullied might feel</p> <p>To know some people who I could talk to if I was feeling unhappy or being bullied</p> <p>To be kind to children who are bullied</p> <p>To say some ways I am different from my friends</p> <p>To understand these differences make us all special and unique</p>	<p>To start to understand that sometimes people make assumptions about boys and girls (stereotypes)</p> <p>To understand some ways in which boys and girls are similar and feel good about this</p> <p>To understand some ways in which boys and girls are different and accept that this is OK</p> <p>To understand that bullying is sometimes about difference</p> <p>To say how someone who is bullied feels</p> <p>To be kind to children who are bullied</p> <p>To recognise what is right and wrong and know how to look after myself</p> <p>To know when and how to stand up for myself and others</p> <p>To know how to get help if I am being bullied</p> <p>To understand that it is OK to be different from other people and to be friends with them</p> <p>To understand we shouldn't judge people if they are different.</p>

Safety	Safety links to bullying (PSHE) and online safety (computing curriculum)	Safety links to bullying (PSHE) and online safety (computing curriculum)	Safety links to bullying (PSHE) and online safety (computing curriculum)
Economic understanding	n/a	n/a	n/a
Vocabulary	<p>same</p> <p>different</p> <p>special</p> <p>unique</p> <p>favourite</p> <p>group</p> <p>sort</p> <p>friends</p> <p>kind</p> <p>unkind</p>	<p>similar/similarity</p> <p>same as</p> <p>difference/different</p> <p>bully</p> <p>deliberate</p> <p>on purpose</p> <p>unfair</p> <p>included</p> <p>special</p>	<p>assumptions</p> <p>stereotype</p> <p>feelings</p> <p>lonely</p> <p>bully</p> <p>stand up for</p> <p>diversity</p> <p>fairness</p> <p>value</p>
Texts	<p>Naked Trevor by Rebecca Elliot (being comfortable with who you are)</p> <p>Barry the Fish with Fingers by Sue Henra (being different is a good thing)</p> <p>It's OK to Be Different by Todd Parr</p> <p>The Family Book by Todd Parr</p> <p>The Hueys in the New Jumper by Oliver Jeffers</p> <p>The Dog and the Dolphin by James Dworkin</p>	<p>Frog and Toad are Friends by Arnold Lobel</p> <p>Giraffes can't dance by Giles Andreae</p>	<p>Our House by Michael Rosen</p> <p>The Ugly Five by Julia Donaldson</p>
Enhancements How the curriculum is enriched.	Visitors in to share their cultures	Visitors in to share their cultures	Visitors in to share their cultures

Knowledge	Year 3	Year 4	Year 5	Year 6
Citizenship	Lots of links between citizenship, British values and development of character, confidence and resilience (see below) and physical health and mental well-being spiritual, moral, social and cultural development (see below).			
British values <ul style="list-style-type: none"> • Inclusion and equality of opportunity 	To understand that everybody's family is different and important to them		To understand what racism is To be aware of my attitude towards people from different races	To empathise with people who are different to ourselves
Development of character, confidence and resilience	To appreciate my family/the people who care for me To know how to calm myself down and can use the 'Solve it together' technique To talk about a time when my words affected someone's feelings and what the consequences were To can give and receive compliments and know how this feels	To question why I think what I do about other people To know how it might feel to be a witness to and a target of bullying To identify what is special about me and value the ways in which I am unique To like and respect the unique features of my physical appearance To speak about a time when my first impression of someone changed when I got to know them	To be aware of my own culture To compare my life with people in the developing world To appreciate the value of happiness regardless of material wealth To understand a different culture from my own To respect my own and other people's cultures	To be aware of my attitude towards people who are different To know how it can feel to be excluded or treated badly by being different in some way To appreciate people for who they are

		To explain why it is good to accept people for who they are		
Physical Health and mental Well-being spiritual, moral, social and cultural development	<p>To understand that differences and conflicts sometimes happen among family members</p> <p>To know what it means to be a witness to bullying</p> <p>To know some ways of helping to make someone who is bullied feel better</p> <p>To know that witnesses can make the situation better or worse by what they do</p> <p>To be able to problem-solve a bullying situation with others</p> <p>To recognise that some words are used in hurtful ways</p> <p>To try hard not to use hurtful words</p>	<p>To understand that, sometimes, we make assumptions based on what people look like</p> <p>To try to accept people for who they are</p> <p>To understand what influences me to make assumptions based on how people look</p> <p>To know that sometimes bullying is hard to spot and to know what to do if I think it is going on but I'm not sure</p> <p>To tell you why witnesses sometimes join in with bullying and sometimes don't tell</p> <p>To problem-solve a bullying situation with others</p>	<p>To understand that cultural differences sometimes cause conflict</p> <p>To understand how rumour-spreading and name-calling can be bullying behaviours</p> <p>To know a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one</p> <p>To explain the difference between direct and indirect types of bullying</p> <p>To know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied</p>	<p>To understand that there are different perceptions about what normal means</p> <p>To understand how being different could affect someone's life</p> <p>To explain some of the ways in which one person or a group can have power over another</p> <p>To know a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one</p> <p>To know some of the reasons why people use bullying behaviours</p> <p>To give examples of people with disabilities who lead amazing lives</p> <p>To explain ways in which difference can be a source of conflict and a</p>

				cause for celebration and to show empathy with people in either situation
Safety	Safety links to bullying (PSHE) and online safety (computing curriculum)	Safety links to bullying (PSHE) and online safety (computing curriculum)	Safety links to bullying (PSHE) and online safety (computing curriculum)	Safety links to bullying (PSHE) and online safety (computing curriculum)
Economic understanding	n/a	n/a	n/a	n/a
Vocabulary	safe connected conflict solution resolve witness bystander consequences compliment	character characteristics influence impression appearance judgement attitude accept cyber/online bullying	culture belong racism homophobia discrimination rumour indirect direct	ability disability courage recipient empathy perception harassment imbalance
Texts	The Family Book by Todd Parr And Tango makes Three by Justin Richardson and Peter Parnell	Is it because? By Tony Ross	Desmond and the very mean word by Desmond Tutu	Rise Up (extracts from) All the things that could go wrong by Stewart Foster The Bubble Boy by Stewart Foster
Enhancements How the curriculum is enriched.	Visitors in to share their cultures	Visitors in to share their cultures	Visitors in to share their cultures	Visitors in to share their cultures