

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 3 and 4)**

**Theme: Sowing and growing**

**Skills: Using tools, woodland management and gardening**

Knowledge	Early Years	Year 1	Year 2
Citizenship	To use kind words to encourage other people	n/a	n/a
British values Inclusion and equality of opportunity	Bikeability available to all children  Collaboration (School Value) Perseverance (School Value)	Collaboration (School Value)  Perseverance (School Value)	Collaboration (School Value)  Perseverance (School Value)

<p>Development of character, confidence and resilience</p>	<p>To understand that if I persevere, I can tackle challenges</p> <p>To discuss challenges (eg. problems with friends) and how we can overcome and sort these out</p> <p>To talk about a time I didn't give up until I achieved my goal</p> <p>To set a goal and work towards it</p> <p>To understand the link between what I learn now and the jobs I might like to do when I am older</p> <p>To say how I feel when I achieve a goal and know what it means to feel proud</p>	<p>To set simple goals and work out how to achieve it</p> <p>To understand how to work well with a partner</p> <p>To tackle a new challenge and understand this might stretch my learning</p> <p>To identify obstacles which make it more difficult to achieve my new challenge and work out how to overcome them</p> <p>To say how I felt when I succeeded in a new challenge and how I celebrated it</p> <p>To talk about a thing I do well</p> <p>To explain how I learn best</p> <p>To identify how I feel when I am faced with a new challenge</p> <p>To know how I feel when I see obstacles and how I feel when I overcome them</p> <p>To know how to store the feelings of success in my internal treasure chest</p>	<p>To choose a realistic goal and think about how to achieve it</p> <p>To carry on trying (persevering) even when I find things difficult</p> <p>To recognise who I work well with and who it is more difficult for me to work with</p> <p>To work well in a group</p> <p>To describe some ways I worked well with my group</p> <p>To know how to share success with other people</p> <p>To describe things I have achieved and say how that makes me feel</p> <p>To describe some of my strengths as a learner</p> <p>To describe how working with other people helps me learn</p> <p>To work with others in a group to solve problems</p> <p>To describe you how I felt about working in my group</p> <p>To describe how being part of a successful group feels and I can store these feelings in my internal treasure chest</p>
<p>Physical Health and mental Well-being spiritual, moral, social</p>		<p>A lot of the above statements also link to mental well-being and social development</p>	<p>A lot of the above statements also link to mental well-being and social development</p>

and cultural development			
Safety	n/a	n/a	n/a
Economic understanding	n/a	n/a	n/a
Vocabulary	challenge problem goal encourage feelings future achieve celebrate	proud success achievement process teamwork obstacle overcome	realistic strengths persevere perseverance problem solve
Texts	Love Monster by Rachel Bright  Don't worry, Hugless Douglas by David Melling  The Hare and The Tortoise Aesop's Fables  The Jungle Run by Tony Mitton	The Lion Inside by Rachel Bright  We're going on a bear hunt by Michael Rosen and Helen Oxenbury	The Magical Yet by Angela DiTerlizzi  The Owl and the Pussy Cat' by Edward Lear
Enhancements How the curriculum is enriched.	Bikeability  Visits from parents/carers to talk about their jobs and careers	Growth mindset work, assemblies and whole school display  Visits from parents/carers to talk about their jobs and careers	Visits from parents/carers to talk about their jobs and careers

Knowledge	Year 3	Year 4	Year 5	Year 6
Citizenship	n/a	n/a	<p>To encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsored events and fundraising</p> <p>To understand why I am motivated to make a positive contribution to supporting others</p>	<p>To identify problems in the world that concern me and talk to other people about them</p> <p>To recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations</p> <p>To empathise with people who are suffering or who are living in difficult situations</p> <p>To describe some ways in which I can work with other people to help make the world a better place and identify why I am motivated to do this</p>
British values <ul style="list-style-type: none"> <li>• Inclusion and equality of opportunity</li> </ul>	<p>Talk about a person who has faced difficult challenges and achieved success</p> <p>To respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability)</p>	n/a	n/a	n/a

	<p>Watch clips from 'Born to be different' Channel 4 documentary</p>			
<p>Development of character, confidence and resilience</p>	<p>To identify a dream/ambition that is important to me and imagine how I will feel when I achieve my dream/ambition</p> <p>To enjoy facing new learning challenges and working out the best ways for me to achieve them</p> <p>To break down a goal into a number of steps and know how others could help me to achieve it</p> <p>To be motivated and enthusiastic about achieving our new challenge</p> <p>To know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge</p> <p>To recognise obstacles which might hinder my achievement and can take steps to overcome them</p> <p>To manage the feelings of frustration that may arise when obstacles occur</p>	<p>To know how it feels to have hopes and dreams, and describe some of my own</p> <p>To understand that sometimes hopes and dreams do not come true and that this can hurt</p> <p>To know how disappointment feels and identify when I have felt that way</p> <p>To know that reflecting on positive and happy experiences can help me to counteract disappointment</p> <p>To know how to cope with disappointment and how to help others cope with theirs</p> <p>To know how to make a new plan and set new goals even if I have been disappointed</p> <p>To know what it means to be resilient and to have a positive attitude</p> <p>To know how to work out the steps to take to achieve a goal, and do this successfully as part of a group</p>	<p>To identify what I would like my life to be like when I am grown up</p> <p>To identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it</p>	<p>To know my learning strengths and set challenging but realistic goals for myself (e.g. one in-school goal and one out-of school goal)</p> <p>To understand why it is important to stretch the boundaries of my current learning</p> <p>To work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these</p> <p>To set success criteria so that I will know whether I have reached my goal</p> <p>To know what some people in my class like or admire about me and accept their praise</p> <p>To give praise and compliments to other people when I recognise their contributions and achievements</p>

	<p>To evaluate my own learning process and identify how it can be better next time</p> <p>To be confident in sharing my success with others and store my feelings in my internal treasure chest</p>	<p>To enjoy being part of a group challenge</p> <p>To identify the contributions made by myself and others to the group's achievement</p> <p>To know how to share in the success of a group and how to store this success experience in my internal treasure chest</p>		
<p>Physical Health and mental Well-being spiritual, moral, social and cultural development</p>	<p>A lot of the above statements also link to mental well-being and social development</p>	<p>A lot of the above statements also link to mental well-being and social development</p>	<p>To know about a range of jobs carried out by people</p> <p>To appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future</p> <p>To describe the dreams and goals of young people in a culture different to mine and reflect on how these relate to my own</p> <p>To understand that communicating with someone in a different culture means we can learn from each other and identify a range of ways that we could support each other</p> <p>To appreciate the similarities and differences in aspirations</p>	<p>A lot of the above statements also link to mental well-being and social development</p>

			between myself and young people in a different culture	
Safety	n/a	n/a	n/a	n/a
Economic understanding	n/a	n/a	To understand that I will need money to help me achieve some of my dreams  To know and have explored how much people earn in different jobs To appreciate the contributions made by people in different jobs	n/a
Vocabulary	ambition aspirations enterprise cooperation motivation enthusiastic responsible efficient	determination resilience hopes fears disappointment positive negative self-belief commitment evaluate	career profession salary society contribution culture communication support	realistic unrealistic global concern hardship suffering empathy sponsorship recognition admire
Texts  (and film/ documentary clips)	'Born to be different' Channel 4 documentary  Me... Jane by Patrick McDonnell	Salt in his Shoes' by Deloris and Roslyn M. Jordan	Extracts from Rise Up	Bedtime stories for rebel girls Stories for kids who dare to be different  Christian Aid clips Water Aid Charity advert clips
Enhancements How the curriculum is enriched.	Visits from parents/carers to talk about their jobs and careers	Visits from parents/carers to talk about their jobs and careers	Visits from parents/carers to talk about their jobs and careers	Visits from parents/carers to talk about their jobs and careers

