



Granby Primary School

PSHCE Progression Document



		<u>Intent</u>	<u>Implementation</u>	<u>Enrichment</u>
Year 1	Myself and my relationships 4	<p>Section A – Making the classroom safe</p> <p>Section B – Building relationships</p> <p>Section C – Coping with new situations</p> <p>Section D – Sources of support</p> <p>Section E – Processing the learning</p>	<p>Section A - To participate in discussions about how to make the classroom a place where they can learn safely and happily.</p> <p>Section B - To participate in activities that enable them to develop collaborative relationships within the class.</p> <p>Section C - To recognise what it feels like to be new in school</p> <ul style="list-style-type: none"> - To have some ideas about how to make new people feel welcome in the class. - To know who and what might help them if they are in a new situation. <p>Section D - To be able to identify adults who can help them if they need support.</p> <p>Section E - To understand what they have learned in this unit and be able to share it</p>	
	Citizenship 3	<p>Section A – Recognising and developing strengths and skills</p> <p>Section B – Developing communication skills</p> <p>Section C – Developing group work skills</p> <p>Section D – Applying group work and communication skills</p> <p>Section E – Evaluating communication and group work skills</p> <p>Section F – Processing the learning</p>	<p>Section A - To recognise & celebrate some of their strengths, emotions, gifts and talents.</p> <ul style="list-style-type: none"> - To be able to identify and develop a new skill. <p>Section B - To understand and practise some skills of a good communicator, including listening skills, turn taking and explaining</p> <p>Section C - To know and practise effective group work skills, including discussion, negotiation, compromise and co-operation.</p> <p>Section D - To apply communication and group work skills in a real situation.</p> <p>Section E - To be able to state some things they did well in a group task and some things they would like to do better at next time.</p> <p>Section F - To understand what I have learned and to be able to share it with others</p>	
	Healthy and Safer Lifestyles 4	<p>Section A – Risky situations</p> <p>Section B – Reactions to risk</p> <p>Section C – Strategies in risky situations</p> <p>Section D – Receiving and giving help</p> <p>Section E – Processing the learning</p>	<p>Section A - To identify a range of familiar situations, which might entail risk and consider ways to keep themselves safe.</p> <p>Section B - To identify emotions associated with risky behaviour or situations.</p> <p>Section C - To know basic personal information and know when they might need to give it,</p> <ul style="list-style-type: none"> - To understand the range of people in the community who help keep us safer. <p>Section D - To know how to ask for help in an emergency, - To recognise familiar situations where they can offer help, - To know how to reduce risk and keep myself safer in a variety of situations.</p> <p>Section E - To understand what they have learned and be able to share it with others.</p>	



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	Healthy and Safer Lifestyles 5	<p>Section A – Safety contexts Section B - Preventing accidents Section C – Processing the learning</p>	<p>Section A - To be able to talk about situations where staying safe is important, - To identify some dangers of road traffic and understand how to stay safe as a pedestrian and a car passenger, - To develop knowledge of dangers from the sun and understand how to keep safe, - To identify the dangers of familiar places where water is present and understand how to keep safe, - To develop knowledge and skills to stay safe when they are lost, - To identify characteristics of safe places to play. Section B - To understand basic ways to keep safe from accidents. Section C - To understand what they have learned and be able to share it with others.</p>	
	Healthy and Safer Lifestyles 9	<p>Section A - Identifying trusted adults Section B – Using our senses Section C – Safety rules Section F – Secrets Section G – Assessing risk Section H – Assertiveness Section I – What, when, who and how to tell</p>	<p>Section A - To be able to identify trusted adults, by including them on their Safety Circle, and to understand what, when, who and how to tell. Section B - To be able to assess the school and grounds, using their senses, - To be able to identify the sixth sense, - To be able to use your senses to keep safer, - To be able to identify safer places to play. Section C - To be able to understand the need to have a strategy to keep safer. Section F - To be able to recognise ‘good’ and ‘bad’ secrets and tricks. Section G - To be able to assess risk and keep safer. Section H - To be able to use assertive voice and body language. Section I - To be able to review the Safety Circle to demonstrate what they have learnt and be able to share this with others.</p>	
	Economic Wellbeing 1	<p>Section A - Financial understanding Section B – Financial competence Section C – Financial responsibility and feelings about money Section D – Processing the learning</p>	<p>Section A - To know where money they have might come from (including regular and irregular sources) and how they might keep it safe, - To know some ways money might be ‘used’ and that it is a finite resource, - To know that there are some things they have to buy and some things they choose to buy, - To begin to understand what a family might need to pay for and some ways that might be done. Section B - To know how to keep simple financial records. Section C - To understand that the feelings they may have about money are varied and can change, - To know what charities are for and what some might do. Section D - To understand what they have learned in this unit and be able to share it with others.</p>	



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	Myself and My Relationships 6	<p>Section A – Developing friendships skills Section B – Valuing difference Section C – Families and other special people Section D – Getting support Section E – Processing the learning</p>	<p>Section A - To be able to describe what a friend is and does, - To develop strategies for making and keeping friends, - To understand that friendship patterns change and to develop strategies for coping. Section B - To recognise similarities and differences between themselves and their peers. Section C - To understand why families are special, that there are different family patterns and to be able to describe what is special about their own family, - To identify the range of people who are special to them and describe what makes them special. Section D -To know how to seek help and support and from whom. Section E - To understand what they have learned in this unit and be able to share it.</p>	
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		<u>Intent</u>	<u>Implementation</u>	<u>Enrichment</u>
Year 2	Citizenship 5	<p>Section A – Relationships</p> <p>Section B – Understanding and developing rules</p> <p>Section C – Democracy and decision making</p> <p>Section D – Processing the learning</p>	<p>Section A - To be able to name some people who look after them and some of their responsibilities towards them, - To identify jobs and responsibilities they have at school, To understand responsibilities they have to their friends, family and class.</p> <p>Section B - To be able to explain the rules which affect them in school and how they have been made, - To understand how rules enable them to feel safe and happy in school.</p> <p>Section C - To understand how democratic decisions might affect them in the everyday life of their class, - To understand and experience the process of electing a school council representative, - To be able to share opinions, taking turns and valuing the views of others by listening actively, - To be able to contribute to paired and class discussions about a topical issue.</p> <p>Section D - To understand what they have learned and to be able to share it with others.</p>	
	Healthy and Safer Lifestyles 7	<p>Section A – Staying healthy</p> <p>Section B – Exercise and physical activity</p> <p>Section C – Healthy eating</p> <p>Section D – Choosing a healthy lifestyle</p> <p>Section E – Processing the learning</p>	<p>Section A - To know about the range of things that help make and keep them healthy, - To understand why healthy eating is beneficial and how it supports physical activity.</p> <p>Section B - To understand the difference between being active and sedentary, simple benefits of regular exercise and how their bodies feel when they exercise.</p> <p>Section C - To be able to talk about foods they like and dislike with reasons why, - To recognise how foods fit within the basic food groups in the Eatwell guide, and what constitutes a balanced meal, - To understand that we need food to grow, be active and maintain health.</p> <p>Section D - To be able to make healthy eating choices and know how to prepare simple healthy foods, - To know how to make choices which promote healthy living.</p> <p>Section E - To know which factors contribute to healthy living and to be able to share these with others.</p>	
	Healthy and Safer Lifestyles 8	<p>Section A – Drug types and effects</p> <p>Section B – Medicines</p> <p>Section C – Other substances</p> <p>Section D – Risk, influence and support</p> <p>Section E – Processing the learning</p>	<p>Section A - To know basic information about what happens when substances enter the body.</p> <p>Section B - To understand that all medicines are drugs, but not all drugs are medicines, - To develop an understanding of and attitudes towards medicines, health professionals and hospitals, - To recognise that there are ways to feel good and better without taking medicines.</p> <p>Section C - To understand that all drugs and many household substances can be harmful if they are not used properly.</p> <p>Section D - To be able to identify situations where risky substances are available and be able to ask for advice and check or say 'No, I won't', - To recognise persuaders and pressure in risky situations.</p> <p>Section E - To understand what they have learned and be able to share it with others.</p>	



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Myself and My Relationships 5	<p>Section A – Understanding and managing feelings</p> <p>Section B – Getting support</p> <p>Section C – Understanding and managing the impact of feelings</p> <p>Section D – Calming and relaxing</p> <p>Section E – Being assertive</p> <p>Section F – Problem solving</p> <p>Section G – Processing the learning</p>	<p>Section A - To know the names of a basic range of feelings and the strength of their feeling, - To know what might prompt different feelings in themselves and others and understand that their emotions and actions can have an effect on themselves and others, - Understand the difference between impulsive behaviour and that which is thought through and what both might feel and look like.</p> <p>Section B - To know how to get support when they need it.</p> <p>Section C - To talk about personal gifts and talents; what they are good at and also what they find more difficult, - To understand that they can do things to help us change our mood and that this may be helpful.</p> <p>Section D - To know what ‘relaxed’ means and how it feels, - To know that it is possible to affect our behaviour by stopping and thinking about what we are doing.</p> <p>Section E - To be able to stand up for their own rights without being hurtful to other.</p> <p>Section F - To be able to use a ‘problem solving process’ with help.</p> <p>Section G - To understand what they have learned in this unit and be able to share it with others.</p>	
	Citizenship 4	<p>Section A – Exploring my identity</p> <p>Section B – Valuing difference</p> <p>Section C – Exploring my community</p> <p>Section D – Caring for the environment, plants and animals</p> <p>Section E – Processing the learning</p>	<p>Section A - To begin to understand what makes up their identity.</p> <p>Section B - To understand how roles and characteristics of boys and girls can be stereotyped, - To understand about their own culture and beliefs and those of other people, - To recognise different groups they belong to and the different backgrounds of people in their community.</p> <p>Section C - To understand what ‘my community’ means, - To know who the people are who help them in their community and what they do, - To understand the needs of particular groups in their community.</p> <p>Section D - To know how they can help look after the school environment, - To know how to care for animals and plants.</p> <p>Section E - To understand what they have learned in this unit and be able to share it.</p>



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Myself and My Relationships 7	<p>Section A – Defining bullying</p> <p>Section B – Causes and types of bullying</p> <p>Section C - How bullying makes us feel</p> <p>Section D – Responding to bullying</p> <p>Section E – Supporting others</p> <p>Section F – Creating safe environments</p> <p>Section G – Processing the learning</p>	<p>Section A - To begin to understand what bullying is and recognise examples of physical, verbal and simple indirect forms of bullying including cyberbullying.</p> <p>Section B - To begin to understand simple reasons for why bullying happens and that it is an unacceptable form of behaviour, - To begin to understand that bullying may happen when people do not respect and value similarities and differences between people.</p> <p>Section C - To understand how it feels to be bullied, - To understand how it feels to see someone else being bullied. To understand how someone who bullies may feel.</p> <p>Section D - To identify some people in and out of school who they can talk to if they were being bullied, - To develop simple strategies for keeping themselves safe from bullying including cyberbullying.</p> <p>Section E - To understand simple ways to help someone who is being bullied and understand what to do if they see bullying happening.</p> <p>Section F - To identify places in school where bullying may happen, - To identify ways that the school can promote a caring ethos and encourage positive and safe relationships.</p> <p>Section G - To understand what they have learned and be able to share it with others.</p>	
Myself and My Relationships 8	<p>Section A – Recognising and understanding change</p> <p>Section B – Coping with emotions in loss and change situations</p> <p>Section C – Processing the learning</p>	<p>Section A - To recognise that they are growing and that their achievements, skills and responsibilities are changing, - To be able to understand that there are changes they can choose for themselves and changes they cannot do anything about.</p> <p>Section B - To be able to name some of the emotions that may be felt in situations involving the loss of special possessions, - To develop strategies for coping with difficult emotions.</p> <p>Section C - To understand what they have learned and be able to share it with others.</p>	



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		<u>Intent</u> Objectives; Skills; Knowledge	<u>Implementation</u> Teaching; Activities	Enrichment
Year 3	Myself and My Relationships 9	<p>Section A – Making the classroom safe</p> <p>Section B – Building relationships</p> <p>Section C – Coping with new situations</p> <p>Section D – Sources of support</p> <p>Section E – Processing the learning</p>	<p>Section A - To be able to contribute to discussions about how to make the classroom a place where they can learn safely and happily.</p> <p>Section B - To contribute to approaches and activities for building collaborative relationships within their class.</p> <p>Section C - To recognise the emotions involved in being in a new situation, - To recognise the emotions involved in being in a new situation, - To know what might be helpful for them if they are in a new situation.</p> <p>Section D - To be able to identify people in their support networks, whom they know in different contexts of their lives, - To know when they might need help, how to ask for it and to have some ideas about how to help other people in different situations</p> <p>Section E - To understand what they have learned and be able to share it with others.</p>	
	Citizenship 6	<p>Section A – Recognising and developing strengths and skills</p> <p>Section B - Developing communication skills</p> <p>Section C – Developing group work skills</p> <p>Section D – Applying communication and group work skills</p> <p>Section E – Evaluation and feedback skills</p> <p>Section F – Processing the learning</p>	<p>Section A - To recognise their own worth and identify positive things about themselves and others, - To be able to identify skills they need to and would like to develop, - To experience learning a new skill as a class and to reflect on that process.</p> <p>Section B - To understand and practise some skills of a good communicator, including effective listening skills, confident expression of opinions and questioning skills.</p> <p>Section C - To understand and develop effective group work skills, including problem solving and decision making, - To know how different people can contribute in different ways to a group task.</p> <p>Section D - To apply communication and group work skills in a real situation, - To be able to persevere at a task, even when faced with difficulties.</p> <p>Section E - To be able to evaluate a group task, including their own and others’ contribution, the overall process and final results, - To be able to give feedback sensitively and receive it from others.</p> <p>Section F - To understand what I have learned and to be able to share it with others.</p>	



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Me and My Relationships 12	<p>Section A – Defining bullying Section B – Causes and types of bullying Section C – How bullying affects us Section D – Responding to bullying Section E – Supporting others Section F – Creating safe environments Section G – Processing the learning</p>	<p>Section A - To understand the key characteristics of bullying, - To understand different forms of bullying including cyberbullying. Section B - To understand a range of reasons for why bullying happens, - To understand how bullying can occur when people do not value and respect difference and diversity. Section C - To understand the feelings of people who are bullied, bystanders and people who bully and how this might affect the way they think and behave. Section D - To understand strategies for keeping themselves safe from bullying including how to respond assertively, - To understand strategies for responding to bullying in a range of contexts including cyberbullying. Section E - To understand a range of ways to make someone who is being bullied feel better, - To understand what bystanders can do to improve the situation if they see bullying happening to someone else. Section F - To identify places in school where bullying may happen, - To identify ways of making the school a safer place where bullying is less likely to happen. Section G - To understand what they have learned and be able to share it with others.</p>	
Healthy and Safer Lifestyles 11	<p>Section A – Risky situations Section B – Reactions to risk Section C – Strategies in risky situations Section D – Receiving and giving help Section E – Processing the learning</p>	<p>Section A - To be able to identify physical, social and emotional risks, - To understand that pressure to act in a risky way might come from people they know. Section B - To state possible physical and mental reaction to different risks. Section C - To develop a range of strategies to aid decision making in risky situations, - To know some ways to reduce risk in a variety of situations, - To recognise some of the causes of accidents and ways to prevent them. Section D - To be able to suggest someone they would tell in different risky situations, - To be able to recognise an emergency and take suitable action. Section E - To understand what they have learned and be able to share it with others</p>	



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	Myself and My Relationships 11	<p>Section A – Developing friendship skills Section B – Valuing difference Section C – Families and other special people Section D – Getting support Section E – Processing the learning</p>	<p>Section A - To recognise the qualities of a good friend and to be able to reflect on their own friendship skills, - To develop strategies for managing friendship problems and to be able to support their friends, To understand about and be able to cope with changes in friendship patterns and situations Section B - To be able to identify and value similarities and differences between themselves and their classmates, - To be able to see things from another point of view, and to use this in resolving conflict. Section C - To identify people who are special to them and to recognise how they affect each other, - To recognise different patterns of family life, including their own and those of others they know. Section D – To identify people they can talk to if they need support, and to have strategies for sharing their concerns. Section E – To understand what they have learnt in this unit and be able to share it with others.</p>	
	Healthy and Safer Lifestyles 12	<p>Section A – Safety contexts Section B – Preventing accidents Section C – Processing the learning</p>	<p>Section A - To be able to talk about situations where staying safe is important, - To identify further risks with road traffic and have strategies to stay safe, - To identify different risks with fire and have strategies to stay safe, - To identify wider risks with water and have strategies to stay safe, - To identify risks when joining in with activities and visits and have strategies to stay safe. Section B - To know some action people can take to prevent accidents in familiar settings. Section C - To understand what they have learned and be able to share it with others.</p>	
	Economic Wellbeing	<p>Section A – Financial understanding Section B – Financial responsibility and feelings about money Section C – Financial competence Section D – Processing the learning</p>	<p>Section A - To know that there are different ways to gain money, including paid work, and different ways to keep it safe, - To know that there is a range of ways to pay for things (some involving debit/credit/ borrowing) and they have consequences, - To understand that individuals and families may manage their money in different ways according to values, culture, circumstances etc.- To understand that choices made can have an impact on individuals, families and beyond. Section B - To understand that feelings about money can change and may be uncomfortable and complex, - To develop an understanding of issues relating to poverty, - To begin to understand why charities exist and how they might help. Section C - To be able to make informed choices about how money is spent and keep track of spending. Section D - To understand what they have learned in this unit and be able to share it with others.</p>	



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		<u>Intent</u>	<u>Implementation</u>	<u>Enrichment</u>
Year 4	Citizenship 8	<p>Section A – Rights and responsibilities</p> <p>Section B – Understanding rules</p> <p>Section C – Democracy and decision making</p> <p>Section D – Processing the learning</p>	<p>Section A - To understand the difference between rights, wants and needs, - To understand that rights come with responsibilities and how these affect their home and school life.</p> <p>Section B - To be able to participate in making and changing rules.</p> <p>Section C - To understand how democratic decisions can be made in school, - To develop skills to contribute to democratic decision making in school, - To understand how children might be democratically elected at school to represent or act on behalf of others, - To take part in simple debating and voting.</p> <p>Section D - To understand what they have learned and to be able to share it with others.</p>	
	Healthy and Safer Lifestyles 14	<p>Section A – A balanced and healthy lifestyle</p> <p>Section B – Physical activity</p> <p>Section C – Healthy eating</p> <p>Section D – Dental hygiene</p> <p>Section E – Making healthy choices</p> <p>Section F – Processing the learning</p>	<p>Section A - To understand that they can make choices which contribute to a healthy lifestyle, - To understand the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle.</p> <p>Section B - To recognise ways in which stamina, strength and flexibility can be improved through daily physical activity, - To understand that a healthy lifestyle involves making balanced choices about their free time.</p> <p>Section C - To be aware of the factors which influence their food choices, - To understand the importance of consuming a variety and balance of foods and drinks, - To understand how food helps them to be active and healthy and gives them energy, - To be able to plan and help prepare simple healthy meals.</p> <p>Section D - To know why good dental hygiene is important and how it contributes to a healthy lifestyle.</p> <p>Section E - To be able to reflect on their own lifestyles and take responsibility for making healthy choices.</p> <p>Section F - To understand what they have learned and to be able to share it with others.</p>	



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Healthy and Safer Lifestyles 15	<p>Section A – Drug types and effects</p> <p>Section B – Medicines</p> <p>Section C – Other substances</p> <p>Section D – Risk, influences and support</p> <p>Section E – Processing the learning</p>	<p>Section A - To understand more about different types of drugs and how they can enter the bloodstream.</p> <p>Section B - To develop understanding about essential use of medicines and people who use and administer them, - To know basic safety rules for medicines, including rules for storage at home and at school and be able to follow these rule.</p> <p>Section C - To develop attitudes and beliefs about two legal, recreational drugs (nicotine and alcohol) and people who might use or misuse them and why.</p> <p>Section D - To understand and practise how to act if harmful items (e.g. a syringe) or unknown substances are found, - To begin to recognise influences from friends, the media and other sources and how to deal with these.</p> <p>Section E - To understand what they have learned and be able to share it with others.</p>	
Myself and My Relationships 10	<p>Section A – Understanding and managing feelings</p> <p>Section B – Understanding and managing the impact of feelings</p> <p>Section C – Concentrating on one emotion</p> <p>Section D – Getting support</p> <p>Section E – Impact of feelings on actions</p> <p>Section F – Calming and relaxing</p> <p>Section G – Being assertive</p> <p>Section H – Problem solving</p> <p>Section I – Processing the learning</p>	<p>Section A - To be able to recognise and communicate an increasing range of emotions, both comfortable and uncomfortable.</p> <p>Section B - To understand some of the ways emotions may affect our interactions with others.</p> <p>Section C - To be able to think about their worries and decide what they might do about them, - To know when they should share a worry and have some strategies to start conversations about their worries.</p> <p>Section D - To be able to get support when they need it.</p> <p>Section E - To understand the ‘fight or flight’ response and how it might affect them, - To recognise some of the strengths and personal qualities of themselves and others, - To understand that how we feel can affect how we tackle things and whether or not we find them difficult, - To know some strategies to move from an uncomfortable state to a more positive one.</p> <p>Section F - To recognise when they are becoming upset or angry and have some good strategies to help them calm down.</p> <p>Section G - To know what it means to be assertive and to be able to act assertively.</p> <p>Section H - To be able to use the ‘problem-solving process’ without help sometimes.</p> <p>Section I - To understand what they have learned in this unit and be able to share it with others.</p>	



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Healthy and Safer Lifestyles 16	Healthy and Safer Lifestyles 16	<p>Section A – Identifying trusted adults</p> <p>Section B – Using our senses</p> <p>Section C – Safety rules</p> <p>Section F – Secrets</p> <p>Section G – Assessing risk</p> <p>Section H – Assertiveness</p> <p>Section I – What, when who and how to tell</p> <p>Section J – Processing the learning</p>	<p>Section A - To be able to identify trusted adults and approach them for support.</p> <p>Section B - To be able to assess the school and local environment from a personal safety perspective, - To be able to identify and understand 'sixth sense' feelings.</p> <p>Section C - To be able to understand safety rules and who and when to tell.</p> <p>Section F - To be able to distinguish between 'good' and 'bad' secrets, - To be able to recognise what bribes and tricks are</p> <p>Section G - To be able to assess problems and risks to keep safer.</p> <p>Section H - To be able to use assertive voice and body language.</p> <p>Section I - To be able to recognise what makes a good listener and when it is the best time to tell.</p> <p>Section J - To understand what they have learned and be able to share it with others.</p>	
	Citizenship 7	<p>Section A – Exploring my identity</p> <p>Section B – Valuing difference</p> <p>Section C – Exploring my community</p> <p>Section D – What is the media?</p> <p>Section E – Caring for the environment, animals and plants</p> <p>Section F – Processing the learning</p>	<p>Section A - To explore what makes up their identity and that of other people.</p> <p>Section B - To know some of the different views, lifestyles and beliefs people have, - To know about different national, religious and ethnic communities that exist in the UK, - To understand how to value difference and respect diversity, - To understand what stereotypes are and know some ways to challenge them.</p> <p>Section C - To be able to describe what groups and communities exist around them and which they are part of, - To know about some of the roles of people in the community, - To explore what support is available in the community for people who need it.</p> <p>Section D - To understand the different forms the media takes and some of what it does.</p> <p>Section E - To understand some of the needs of and show how to care for the local environment, - To know about the needs of animals, and the responsibilities of humans towards them, - To recognise what is important when choosing pets and to understand their care needs.</p> <p>Section F - To understand what they have learned and be able to share it with others.</p>	
	Myself and My Relationships 13	<p>Section A – Identifying changes</p> <p>Section B – Recognising emotions in loss and change situations</p> <p>Section C – Coping with loss and change</p> <p>Section D – Planning for change</p> <p>Section E – Processing the learning</p>	<p>Section A - To identify changes that they and other children may experience in their lives</p> <p>Section B - To name emotions that may be involved in loss and change situations, and to describe what helps and hinders when they are experiencing difficult feelings, - To be able to describe how someone who experiences bereavement might feel.</p> <p>Section C - To develop strategies for coping with feelings associated with loss and change, - To know who can help them if they are experiencing difficult emotions, and how to approach them.</p> <p>Section D - To understand that some changes are wanted and that they can plan for them.</p> <p>Section E - To understand what they have learned and be able to share it with others.</p>	



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		<u>Intent</u> Objectives; Skills; Knowledge	<u>Implementation</u> Teaching; Activities	Enrichment
Year 5	Myself and My Relationships 14	<p>Section A – Making the classroom safe</p> <p>Section B – Building relationships</p> <p>Section C – Coping with new situations</p> <p>Section D – Sources of support</p> <p>Section E – processing the learning</p>	<p>Section A - To be able to develop ideas about how to make the classroom a place where they can learn safely and happily.</p> <p>Section B - To develop strategies for building collaborative relationships within the class and the school.</p> <p>Section C - To recognise, for themselves and for others, the emotions involved in being in a new situation, - To know how to make new people feel welcome, in a range of situations in and out of school, - To develop strategies for themselves for coping with new situations.</p> <p>Section D - To be able to identify a range of sources of support and know how to seek help, - To develop approaches to offering help and support to other people.</p> <p>Section E - To understand what they have learned in this unit and be able to share it with others.</p>	
	Citizenship 9	<p>Section A – Recognising and developing strengths and skills</p> <p>Section B – Developing communication skills</p> <p>Section C – Developing group work skills</p> <p>Section D – Influences on decision making</p> <p>Section E – Developing awareness of strengths and skills in group work</p> <p>Section F – Developing perseverance</p> <p>Section G – Evaluation and feedback skills</p> <p>Section H – Processing the learning</p>	<p>Section A - To recognise their own strengths and skills and understand how they are perceived by others, - To be able to challenge themselves and others to work on developing new skills , - To reflect on the experience of learning a new skill and know how to apply it in different contexts, - To be aware of how their strengths may be useful in a range of different careers in the future.</p> <p>Section B - To understand and practise some skills of a good communicator, including effective listening skills, debating, explaining their views and acknowledging others’ views.</p> <p>Section C - To understand and develop effective group work skills, including decision making, chairing and debating.</p> <p>Section D - To recognise influences on their decision making, including the media.</p> <p>Section E - To be aware of the range of different strengths and skills people bring to a group and to know how my own strengths and skills complement those of others.</p> <p>Section F - To be able to persevere and overcome barriers to achieving a task.</p> <p>Section G - To be able to evaluate a group work task, learning from their mistakes and suggesting changes to make in the future, - To be able to give and receive positive and constructive feedback which can be applied to future learning.</p> <p>Section H - To understand what they have learned and to be able to share it with others.</p>	



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Healthy and Safer Lifestyles 19	<p>Section A – Safety contexts Section B – Preventing accidents Section C – processing the learning</p>	<p>Section A - To be able to talk about situations where staying safe is important, - To identify safety issues when cycling and develop understanding of how to stay safe on the roads, - To identify ways to stay safe in the sun and have strategies to keep themselves safe, - To identify a wider range of situations where they might encounter risk e.g. near the railway and at home and have realistic strategies to stay safe, - To understand the rules for keeping people safe at school. Section B - To understand action to prevent a wider range of accidents. Section C - To understand what they have learned and be able to share it with others.</p>	
Healthy and Safer Lifestyles 23	<p>Section A – Identifying trusted adults Section B - Using our senses Section C – Safety rules Section F – Secrets Section G – Assessing risks Section H – Assertiveness Section I – What, when, who and how to tell Section J – Processing the learning</p>	<p>Section A - To be able to identify people for individual Networks of Support, and why and when they might need to talk with them. Section B - To be able to assess the school and local environment from a personal safety perspective, - To be able to make informed judgements to help keep safer. Section C - To be able to review safety planning, - To be able to define honesty and explore dilemmas. Section F - To be able to distinguish between ‘good’ and ‘bad’ secrets. Section G - To be able to problem solve in order to keep themselves and others safer, - To be able to assess risk in order to keep themselves safer. Section H - To be able to recognise and begin to deal with peer group pressure and influence. Section I - To be able to review the people included in the Network of Support. Section J - To understand what they have learnt and be able to share it with others.</p>	
Citizenship 10	<p>Section A – Exploring my identity Section B – Valuing difference Section C – Exploring my community Section D – What is media? Section E – Caring for the environment, animals and plants Section F – Processing the learning</p>	<p>Section A - To explore their identity and that of other people, and how other people’s perceptions can influence views of identity. Section B – To understand aspects of the ethnic make up of the local community and the national context, - To recognise the negative effects of stereotyping and prejudice Section C - To recognise the different communities they belong to, and to explore the contribution they and others make to their community, - To understand the role of volunteers and voluntary organisations. Section D – To know about the role of the media, and understand how it can influence them and their community. Section E – To understand some ways of caring for the environment and the contribution they can make. Section F - To understand what they have learnt and be able to share it with others.</p>	



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	Healthy and Safer Lifestyles 21	<p>Section A – Healthy living Section B – Healthy eating Section C – Energy balance Section D – Physical activity Section E – Influences, choices and taking responsibility Section F – Processing the learning</p>	<p>Section A - To be aware of and to be able to identify a range of factors which contribute to their physical and mental health. Section B - To know about why they eat and the range of food and drinks people like and consume which make up their diet, - To understand that variety is needed for a healthy diet because different foods contain different substances, including nutrients, which their body needs, and to know that the Eatwell guide represents this balanced diet, - To understand the benefits of a range of nutrients for keeping the body healthy. Section C - To be able to plan, prepare and cook simple healthy meals, - To understand that different types and amounts of food provide different amounts of energy, and to know how to achieve an energy balance which will help them stay healthy and be active. Section D - To understand the benefits of physical activity for promoting health. Section E - To understand that there are a range of influences on the choices they make about diet and exercise, including the media, peers and adults, - To understand the contribution behaviour and routines make to a healthy lifestyle, and to reflect on their own lifestyle choices, - To recognise how they can take responsibility for achieving a physically and mentally healthy lifestyle. Section F - To understand what I have learned and to be able to share it with others.</p>	
	Myself and My Relationships 16	<p>Section A – Networks of special people Section B – Understanding and valuing difference Section C – Coping with relationship issues Section D – Giving and receiving support Section E – Processing the learning</p>	<p>Section A - To identify who is in their network of people who are special to them and recognise how their relationships have changed and developed, - To develop ways of beginning new friendships and maintaining existing ones during times of change. Section B - To recognise and value differences between individuals, and how difference can be a positive aspect of their friendships, - To recognise the diversity of family patterns, and how these can continue to change. Section C - To recognise some of the pressures on relationships and to develop strategies to manage them, - To identify some of the influences and pressures involved in group relationships, and to develop strategies to manage these. Section D - To know how to access support from people in their network and from other people and places, - To identify ways in which they already do or could support others. Section E - To understand what they have learned in this unit and be able to share it with others.</p>	



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		<u>Intent</u> Objectives; Skills; Knowledge	<u>Implementation</u> Teaching; Activities	Enrichment
Year 6	Citizenship 11	<p>Section A – Rights and responsibilities</p> <p>Section B – Understanding and developing rules</p> <p>Section C – Democracy and decision making</p> <p>Section D – Processing the learning</p>	<p>Section A - To understand the basic rights of children and who is responsible for ensuring they are achieved, - To understand how rights, rules and responsibilities affect them and others in class and in the school.</p> <p>Section B - To take an active role in making and changing rules and in carrying them out, - To recognise that there may be differences and sometimes conflict between rights and responsibilities at home and at school, - To understand why rules and laws are needed in society.</p> <p>Section C - To know about the role of parliament and MPs, - To know about local councils and the role of councillors, - To understand how democratic elections work at school and nationally and how people represent or act on behalf of others, - To take part in a project which develops active citizenship skills, - To be able to discuss and debate moral and social questions and develop their own views.</p> <p>Section D - To understand what they have learned and to be able to share it with others.</p>	
	Healthy and Safer Lifestyles 22	<p>Section A – Drug types and effects</p> <p>Section B – Medicines</p> <p>Section C – Other substances</p> <p>Section D - Risk, influences and support</p> <p>Section E – Processing the learning</p>	<p>Section A - To know about different categories of drugs including medicines (both prescribed and over-the-counter), legal recreational and illegal.</p> <p>Section B - To understand the role of medicines in promoting, improving and sustaining health.</p> <p>Section C - To develop their knowledge, understanding and attitudes relating to alcohol, its effects and associated risks and consequences, - To develop their knowledge, understanding and attitudes relating to cigarettes, their effects and associated risks and consequences, - To develop their knowledge, understanding and attitudes relating to solvents, their effects and associated risks and consequences, - To begin to learn about the law relating to the use and misuse of legal and illegal drugs, - To develop attitudes and beliefs about the use of legal and illegal drugs, who uses them and why and possible alternatives.</p> <p>Section D - To recognise a range of different risky situations related to drugs, explore personal reactions to risk and being assertive in decision making around these drug related situations, - To recognise peer influence and its effect on decision making and behaviour, - To develop attitudes towards media and advertising of alcohol, nicotine and other legal drugs, - To begin to distinguish between fact and opinion in relation to drugs and to know where to check information and advice.</p> <p>Section E - To understand what they have learned and be able to share it with others.</p>	



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Healthy and Safer Lifestyles 18	<p>Section A – Risky situation Section B – Reactions to risk Section C – Strategies in risky situations Section D – Receiving and giving help Section E – Processing the learning</p>	<p>Section A - To describe positive and negative aspects of risk taking, - To understand the consequences of taking physical, social and emotional risks, - To understand degrees of risk. Section B - To be able to talk about situations where they have responsibility for their own safety and associated emotions, - To understand sources of pressure to behave in a risky way. Section C - To understand and practise a range of strategies to reduce risk, - To know some of the main causes of accidents for children and young people and understand ways of reducing or preventing accidents. Section D - To state ways of getting help when getting attention is difficult, - To know and understand where individuals, families and groups can find help, - To understand how to be supportive to others who need help in a risky situation, - To understand and practise basic procedures for first aid and making an emergency call. Section E - To understand what they have learned and be able to share it with others.</p>	
Myself and My Relationships 17	<p>Section A – Defining bullying Section B – Causes and types of bullying Section C – How bullying affects us Section D – Responding to bullying Section E – Supporting others Section F – Cyberbullying Section G – Creating safe environments Section H – Processing the learning</p>	<p>Section A - To be able to define bullying including the key characteristics and forms of bullying, - To understand and be able to compare and contrast different forms of bullying i.e. physical, verbal, indirect, cyberbullying, - To recognise similarities and differences in the bullying behaviours of girls and boys. Section B - To understand personal factors or circumstances that may cause someone to engage in bullying or become a target of bullying, - To understand prejudice driven bullying. Section C - To understand the feelings of all those involved in a bullying situation including those who are bullied, perpetrators, followers and bystanders and how this might affect the way they think and behave. Section D - To understand strategies for responding to bullying, including how to respond assertively. Section E - To understand the role of peer pressure in a bullying situation and how bystanders can become defenders or colluders when responding to bullying. Section F - To develop an understanding of cyberbullying and when and where it may occur, - To understand strategies for keeping safe from cyberbullying and responding appropriately when it occurs. Section G - To consider when, where and what types of bullying are happening in the local community and how to respond to bullying when it occurs outside school, - To identify what the whole school community can do to help stop all types of bullying and make the school a safe place. Section H - To understand what they have learnt and be able to share it with others.</p>	



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Economic Wellbeing 3	Economic Wellbeing 3	<p>Section A – Financial understanding Section B – Financial responsibility and feelings about money Section C – Financial competence Section D – Processing the learning</p>	<p>Section A - To develop a broader view of what money is, including its history, trade and currencies, - To know that different jobs require different skills and are paid at different rates, - To know what is deducted from earnings and why (begin to understand pensions, insurance, tax etc.), and how money we earn might support the community, - To differentiate between essentials and desires (needs and wants) and understand that these may be different for different people and circumstances, - To know how you might plan for the immediate and more distant future, including the part debt might play and how and why people save. Section B - To begin to understand that our choices about spending affect our local communities and the wider world, - To begin to understand that ‘poverty’ might have different meanings to people in different circumstances. Section C - To be able to manage money in a real life situation. Section D - To understand what they have learned in this unit and be able to share it with others.</p>	
	Healthy and Safer Lifestyles 18	<p>Section A – Risky situations Section B – Reactions to risk Section C – Strategies in risky situations Section D – Receiving and giving support Section E – Processing the learning</p>	<p>Section A - To describe positive and negative aspects of risk taking, - To understand the consequences of taking physical, social and emotional risks, - To understand degrees of risk. Section B - To be able to talk about situations where they have responsibility for their own safety and associated emotions, - To understand sources of pressure to behave in a risky way. Section C - To understand and practise a range of strategies to reduce risk, - To know some of the main causes of accidents for children and young people and understand ways of reducing or preventing accidents. Section D - To state ways of getting help when getting attention is difficult, - To know and understand where individuals, families and groups can find help, - To understand how to be supportive to others who need help in a risky situation, - To understand and practise basic procedures for first aid and making an emergency call. Section E - To understand what they have learned and be able to share it with others</p>	