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| **Autumn 1** | | | | | | | |
| **Week** | **Year R** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| 1  Respect linked to British Values – Mutual Respect | What does Respect mean? | How do we show respect? | What does respect look like at school? | What can we do to show respect? | Who do we have respect for and why? | How do we and others feel when we are respected or disrespected? | Should we respect everyone? |
| 2  Respect linked to British Values – Mutual Respect | How do you and others show respect? | What does respect look like in school? | Where else can respect be shown? | Who do we have respect for and why? | How do we feel when we are respected? | When should we show respect? Are there times we do not? | How do you develop mutual respect? |
| 3 | Children begin to understand the relationships in their own family and other family settings | Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities. | Children can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions (for example talking about fairness). They can set themselves simple goals | Children can demonstrate that they recognise their own worth and that of others. They can express their views confidently and listen to and show respect for the views of others. | They can express their views confidently and listen to and show respect for the views of others.  They know what a friend is and does and how to cope with some friendship problems. | They can identify ways to face new challenges. They can discuss some of the physical and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. | They can identify positive ways to face new challenges (for example the transition to secondary school). They can discuss some of the physical and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. They can talk about a range of jobs, and explain how they will develop skills to work in the future. |
| 4 | Children begin to identify what a feeling is and recognise an emotion | Children understand emotions in a friendship | Children can talk about their emotions in a friendship | Children can talk about their emotions in a friendship and how it makes them feel | Children can resolve friendships that have an issue | Children can talk about how a difficulty in a friendship feels | Children can explain how their friendships make them feel and have strategies to resolves issues |
| 5 | Rule of Law | Rule of Law | Rule of Law | Rule of Law | Rule of Law | Rule of Law | They can demonstrate how to look after and save money. |
| 6 | Rule of Law | Rule of Law | Rule of Law | Rule of Law | Rule of Law | Rule of Law | Rule of Law |
| Autumn 2 | | | | | | | |
| 1 | What does self-regulation mean? | What does self-regulation mean to us? | What does self- regulation look like in school? | How can we help each other self-regulate? | Does everyone need to self-regulate? Why? | How do I demonstrate I can self-regulate? | When have I found self-regulation difficult? |
| 2 | How can I self–regulate? | How can we self–regulate? | How can we help each other self-regulate? | Do we always need to self-regulate? | How can I help someone else self-regulate? | How can I help others demonstrate self-regulation? | How do we understand when others need help to self-regulate? |
| 3 | Children begin to understand what is a positive relationship | Children understand what a negative relationship is | Children begin to know about what bullying is and what to do if it happens | Children to be able to identify key people to ask for help | Children talk about how positive friendships make them feel | Children can identify what to do if they experience bullying | Children have a clear understanding of the benefits of positive relationships and know what to do to be safe with risky/negative relationships |
| 4 | Children begin to understand people are different | Children can see that people can be different and this is a positive attribute | Children begin to recognise the diversity of relationships around them | Children understand that all relationships need to be respected | Children can talk about how respect is important in all relationships | Children understand how diversity makes the world a more interesting place | Children know how to respect others and recognise equality and inequality in relationships |
| 5 | Democracy | Democracy | Democracy | Democracy | Democracy | Democracy | Democracy |
| 6 | Democracy | Democracy | Democracy | Democracy | Democracy | Democracy | Democracy |
| Spring 1 | | | | | | | |
| 1 | What is focus? | How do we show focus in school? | What helps us focus? | Why do we need focus? | Can we focus all of the time? | When do we find it difficult to focus? | When do we need to show the greatest focus? |
| 2 | Can we focus as a class? | What can help us focus? | Why do we need focus? | Do we focus differently at different times? | Do we always focus on the right thing? | How can we improve our focus? | What influences our focus? |
| 3 | Children begin to understand that we change as we grow | Children can explain ways of keeping clean and they can name the main parts of the body (including correct anatomical names). They can explain that people grow from young to old. | Children can make simple choices about some aspects of their health and well-being and know what keeps them healthy. | Children can make choices about how to develop healthy lifestyles | They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these. | They can identify some factors that affect emotional health and well-being. They can identify and explain how to manage the risks in different familiar situations. | They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing. |
| 4 | Children begin to understand simple emotions | Children begin to identify how they are feeling | Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations. | Children can identify a range of emotions and are beginning to know strategies to feel better | They understand when they should keep secrets and promises, and when they should tell somebody about them. | Children can identify a range of emotions and can identify emotions in others | Children can identify a wide range of emotions, think about what is causing them to feel that way and apply strategies |
| 5 | Children can identify the names of private parts on their body | Children can identify the names of private parts on their body and know that is appropriate and inappropriate touch | Children can identify an emotion and begin to know how to feel better | Children can identify key adults they would go to if they feel worried or anxious and begin to articulate concerns | Children can identify a range of emotions and use strategies to feel better | Children know how to recognise if they feel unsafe and know which adults to go to | Children understand how to stay safe both physically and emotionally |
| 6 | Current affairs/issues | Current affairs/issues | Current affairs/issues | Current affairs/issues | Current affairs/issues | Current affairs/issues | Current affairs/issues |
| Spring 2 | | | | | | | |
| 1 | What are boundaries? | What are boundaries? | Who has boundaries in our lives? | Do I have boundaries? | Boundaries within my community? | Do my boundaries change as I get older? | Should we all have the same boundaries? |
| 2 | Who has boundaries? | Who has boundaries? | What boundaries are in school? | Boundaries in my family? | Do boundaries change for different people? | What happens when boundaries are ignored? | When should boundaries be broken? |
| 3 | Children beginning to understand simple changes as we age | Children understand old and young in mammals and humans | Children can identify key adults they would go to if they feel worried or anxious | Children fully understand change in a life cycle | Children can identify key adults they would go to if they feel worried or anxious and articulate their concerns | Children understand in detail about life cycles and changes as you get older | Children understand about changes in puberty and the changes that will take place emotionally and physically |
| 4 | Children just beginning to recognise how they feel | Children begin to recognise how the feel and start to use simple vocabulary or emotions | Children begin to learn about life cycles | Children can recognise how they feel and identify the reason. | Children start to understand about the beginning of puberty and life changes | Children recognise how they feel, can talk about their emotions and can use strategies | Children can make informed choices to feel better and are beginning to listen to their bodies and react with strategies. |
| 5 | Current affairs/issues | Current affairs/issues | Children can recognise how they feel and use simple vocabulary or emotions | Current affairs/issues | Children recognise when emotions are unhealthy and starting to identify strategies to feel better | Current affairs/issues | Current affairs/issues |
| 6 | Children’s rights | Children’s rights | Children’s rights | Children’s rights | Children’s rights | Children’s rights | Children’s rights |
| Summer 1 | | | | | | | |
| 1 | What is independence? | What is independence? | How do I show my independence? | How do I help others show independence? | Do I always need to be independent? | Are all adults independent? | Is independence a good thing? |
| 2 | What can I do myself? | What can I do myself? | How do I help others show independence? | How can I improve my independence? | Does independence always mean ‘by’ yourself? | When shouldn’t we be independent? | How does independence shape the world? |
| 3 | Children begin to understand that we change as we grow | Children can explain ways of keeping clean and they can name the main parts of the body (including correct anatomical names). They can explain that people grow from young to old. | Children beginning to learn about life cycles | Children fully understand change in a life cycle | Children start to understand about the beginning of puberty and life changes | Children understand in detail about life cycles and changes as they get older | Children understand about changes in puberty and the changes that will take place emotionally and physically |
| 4 | Children beginning to understand simple changes as we age | Children understand old and young in mammals and humans | Current affairs/Issues | Current affairs/Issues | Current affairs/Issues | Children recognise how they feel, can talk about their emotions and can use strategies | Children understand that life processes common to humans and other animals include nutrition, movement, growth and reproduction. |
| 5 | Tolerance | Tolerance | Tolerance | Tolerance | Tolerance | Tolerance | Tolerance |
| 6 | Tolerance | Tolerance | Tolerance | Tolerance | Tolerance | Tolerance | Tolerance |
| Summer 2 | | | | | | | |
| 1 | What is resilience? | How do I show I’m resilient? | When might I need to show resilience? | Where do I need to be resilient? | Is resilience the same as being brave? | Who are resilient in our community? | When shouldn’t we be resilient? |
| 2 | How do we show resilience? | Can I improve my resilience? | Do others show resilience? | When have I had to be resilient? | Who shows resilience in our lives? | When is it difficult to be resilient? | How will I need to be resilient in secondary school? |
| 3 | Children can identify the names of private parts on their body | Children can identify the names of private parts on their body and know what is appropriate and inappropriate touch | Current affairs/Issues | Current affairs/Issues | Current affairs/Issues | Children understand how girls become women and boys become men | Children understand the main stages of the human life cycle. |
| 4 | Children’s rights | Children’s rights | Children’s rights | Children’s rights | Children’s rights | Children’s rights | Children understand how a baby grows  Children understand how babies are born. Children learn about what sexual intercourse is  *(Day teaching)* |
| 5 | Individual liberty | Individual liberty | Individual liberty | Individual liberty | Individual liberty | Individual liberty | Individual liberty |
| 6 | Individual liberty | Individual liberty | Individual liberty | Individual liberty | Individual liberty | Individual liberty | Individual liberty |

***P4C to be taught as supplementary lessons, not as explicit teach.***

**Subject Coverage key**

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| Respect |  |
| Self-Regulation |  |
| Focus |  |
| Boundaries |  |
| Independence |  |
| Resilience |  |
| Relationships |  |
| Health and Well-being |  |
| Sex Ed |  |
| British Values |  |
| Children’s rights |  |
| Current affairs/Topic/issues |  |