

Year 1

Year 1						
STRAND	MODULE	REVISIT	OBJECTIVES	BIG QUESTIONS	LEARNING OUTCOMES (Statutory Links)	RESOURCES
Relationship with Allah: Oneness of Allah	BE YOURSELF	Revisit: Discuss children's likes, interests, talents and skills.	1: Marvelous Me  I can talk about what makes me special.	What makes us special?  Why is it important to be kind to ourselves?	To think about themselves, to learn from their experiences, to recognize and celebrate their strengths and set simple but Challenging goals.  To learn ways in which they are all unique; understand that there has never been and will never be another 'them'.	
		Revisit: Label different feeling faces.	2: Feelings  I can name some of the different feelings I have and can describe how they feel.	What are our different feelings called?  How can we describe them?	To learn about good and not-so-good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.  To think about themselves, to learn from their experiences, to recognize and celebrate their strengths and set a simple but challenging goal.	
		Revisit: Concepts of feeling happy and sad.	3: Things I like  I can talk about things I like that make me feel happy.	When do we feel happy?  What other good feelings do you feel?	To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices	

					<p>can have good and not-so-good consequences.</p> <p>To understand ways in which they are all unique; understand that there has never been and will never be another 'them'.</p>	
		<p>Revisit: Identify feelings they experience and know these can be good and not so good.</p>	<p>4: Uncomfortable Feelings</p> <p>I can talk about the things that make me feel unhappy or cross and have ideas about what to do when I have these feelings.</p>	<p>What things make us feel unhappy or cross?</p> <p>What can we do when we have uncomfortable feelings?</p>	<p>To be able to communicate their feelings to others, to recognise how others show feelings and how to respond.</p> <p>To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</p>	<ul style="list-style-type: none"> <li>• Large piece of paper</li> <li>• Sticky notes</li> </ul>
		<p>Revisit: Explore the idea of feelings which feel uncomfortable and strategies to deal with these.</p>	<p>5: Changes</p> <p>I can discuss how change and loss make me feel.</p>	<p>How does it feel when things change or we lose something precious?</p> <p>What can we do to help ourselves and others when this happens?</p>	<p>To learn about change and loss and the associated feelings (including moving home, losing toys, pets or friends).</p> <p>To learn about good and not-so-good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.</p>	

		Revisit: How to speak kindly and politely to others.	6: Speak Up!  I can share what I think and feel with confidence.	Why are our feelings and thoughts important?  How can we explain our thoughts and feelings to others?	To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not-so-good consequences.  To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.	
	TEAM	Revisit: List skills needed to work well as part of a group or team.	1: Together Everyone Achieves More  I can talk about the teams I belong to	What does it mean to be part of a team?  What teams are we a part of?	To learn that they belong to various groups and communities, such as family and school.  To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.	<ul style="list-style-type: none"> <li>• Examples of team symbols that are familiar to the children, such as a local football team scarf, the school uniform and the school logo</li> <li>• Scissors</li> <li>• Glue</li> </ul>
		Revisit:	2. Listening	Why is it important to listen to other people?	To learn to listen to other people and play and work cooperatively	<ul style="list-style-type: none"> <li>• Interlocking cubes</li> </ul>

		Play listening games such as 'Simon Says'	I can be a good listener.	How can we be good listeners?	(including strategies to resolve simple arguments through negotiation).	<ul style="list-style-type: none"> <li>• Colouring pencils</li> <li>• Clipboard – one per child</li> </ul>
		Revisit: Explore how to show sensitivity to others' needs and feelings.	<p>3. Being Kind.</p> <p>I can explain how to be kind and why it is important</p>	<p>Why is it important to be kind to our team members?</p> <p>How can we be kind and make people feel good about themselves?</p>	<p>To learn to recognise what is fair and unfair, kind and unkind, what is right and wrong.</p> <p>To offer constructive support and feedback to others. I can explain how to be kind and why it is important</p>	<ul style="list-style-type: none"> <li>• Whiteboards and pens - class set</li> </ul>
		Revisit: Sort acceptable and unacceptable behaviour.	<p>4. Bullying and Teasing</p> <p>I can talk about unkind behaviour, teasing and bullying.</p>	<p>What kinds of unkind behaviour are there?</p> <p>What can we do if we see teasing or bullying or if it happens to us?</p>	<p>To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.</p> <p>To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable</p>	
		Revisit: Share familiar stories in which characters overcome	<p>5. Brilliant Brains</p> <p>I can explain how to be a positive learner</p>	<p>How can we be positive learners?</p> <p>What can we do if we find something difficult?</p>	<p>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</p>	<ul style="list-style-type: none"> <li>• Whiteboards and pens - class set</li> <li>• Sticky notes</li> </ul>

		difficulties			To learn how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences	
		Revisit: Discuss acceptable and unacceptable behaviour.	6. Making Good Choices I can identify good and not-so-good choices.	What choices can we make about our behaviour? How might our choices affect the members of our team?	To learn how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.  To recognise that their behaviour can affect other people	• Colouring pencils
<b>HEALTH AND WELLBEING</b>	AIMING HIGH	Revisit: Discuss what they are like as a person.	1. Star Qualities I can think of star qualities I already have and those I would like to develop.	What are our star qualities?  What star qualities would we like to develop?	To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.  To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring	• Coloured pens and pencils • Sugar paper • Sticky notes
		Revisit: Share skills needed	2. Positive Learners	What is a positive learning attitude?	To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional	• Coloured pens and pencils • Colourful

		for working nicely in groups.	I can explain how a positive learning attitude can help me.	How can a positive learning attitude help us?	health, and to recognise that choices have good and not so good consequences.  To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals..	interlocking cubes
		Revisit: Discuss jobs done by family members.	3. Bright Futures  I can talk about jobs that people can do and tell my friends what I want to be when I grow up	What kinds of jobs do people do?  What do we want to be when we grow up?	To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.  To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring.	<ul style="list-style-type: none"> <li>• Coloured pens and pencils</li> <li>• Sugar paper</li> </ul>
		Revisit: Discuss jobs that exist in their local community.	4. Jobs For All I can understand that it is a person's interests and skills that make them suited to doing a job	Are some jobs for men and some jobs for women?  Can we give reasons for our opinions?	To identify and respect the similarities and differences between people.  To share their opinions on things that matter to them and explain their views through discussion with one other person and the whole class.	<ul style="list-style-type: none"> <li>• Coloured pens and pencils</li> </ul>

		<p>Revisit: What is a goal? What is an achievement?</p>	<p>5. Going for Goals</p> <p>I can think about things I would like to achieve in the future</p>	<p>What are our goals for the future?</p> <p>How can we achieve our goals?</p>	<p>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</p> <p>To think about growing and changing and new opportunities and responsibilities that increasing independence may bring.</p>	<p>Coloured pens and pencils</p>
		<p>Revisit: Discuss school routines and expectations for this year or previous years.</p>	<p>6. Looking Forward</p> <p>I can think about changes which might happen to me and consider how I feel about them.</p>	<p>How might next year be different from this year?</p> <p>What are we looking forward to about next year?</p>	<p>To learn about change and loss and the associated feelings (including moving home, losing toys, pets or friends).</p> <p>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</p>	<ul style="list-style-type: none"> <li>• Coloured pens and pencils</li> <li>• Sugar paper</li> </ul>
	IT'S MY BODY	<p>Revisit: Rules of listening to one another and taking turns.</p>	<p>1. My Body, My Business</p> <p>I know I can choose what happens to my body.</p>	<p>Does your body belong to...?</p> <p>Whose body is it?</p>	<p>To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.</p> <p>To learn about people who look after them, their family networks,</p>	

					<p>who to go to if they are worried and how to attract their attention.</p> <p>To learn to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.</p> <p>To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).</p> <p>To understand that that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable</p>	
		<p>Revisit: Recognise the effects that exercise and sleep have on</p>	<p>2. Active and Asleep</p> <p>I can make healthy choices about sleep and exercise.</p>	<p>What does exercise do to our bodies and is it important?</p> <p>What does sleep do to our bodies and is it important?</p>	<p>What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p> <p>To recognise what they like and dislike, how to make real,</p>	



		their own bodies.			informed choices that improve their physical and emotional health, to recognise that choices can have good and not-so-good consequences	
		Revisit Give examples of different types of foods e.g. fruit, veg etc.	3. Happy Healthy food  I can make healthy choices about food and drink	What is a healthy diet?  Why is it important to eat well?	What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.  To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.	
		Revisit: How to wash hands and clean their teeth, Revisit meaning of the term	4. Clean as a Whistle  I know how to keep my body clean.	What are germs and how can they be bad for us?  How can we keep ourselves clean?	The importance of, and how to maintain, personal hygiene. How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading. To know what constitutes, and how to maintain, a healthy lifestyle including the benefits of	

		'germs' and what germs are.			physical activity, rest, healthy eating and dental health.	
		Revisit: Discuss what they should/should not put in their mouths.	5. Can I Eat It  I know what is safe to eat or drink.	Why are some things dangerous to eat or drink and how can they harm us?  How can we keep ourselves safe?	L Rules for, and ways of, keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety. That household products, including medicines, can be harmful if not used properly.	
		Revisit: Discuss some of the daily choices they make at school.	6. I Can Choose  I can choose to keep myself safe.	What choices can you make to be healthier, safer and happier?  How can we make better choices?	What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences	
<b>LIVING IN THE WIDER WORLD</b>	MONEY MATTERS	Revisit: Share their experience	1. Money  I can explain where money comes from and why we need it.	Where does money come from?  What do we need money for?	To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences these choices.	• Colouring pencils and pens

		es of shopping.			To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving..	
		Revisit: Role-play how they have seen parents/family members buy items in shops.	2. Keep It Safe I can explain how we can keep money safe and why this is important	How can we keep money safe?  Why is it important to keep money safe?	To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences these choices. To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving.	<ul style="list-style-type: none"> <li>• Colouring pencils and pens</li> </ul>
		Revisit: Share some of the items they like to buy from shops with their parents.	3. Save or Spend? I can explain choices I have about spending money and why it is important to keep track of what I spend.	What choices do we have about spending money?  How do we keep track of what we spend?	To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences these choices. To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving.	<ul style="list-style-type: none"> <li>Colouring pencils and pens</li> <li>• Plastic role-play money if possible</li> </ul>
		Revisit: Identify some money coins.	4. Want or Need? I can explain the difference between things we want and things we need.	What is the difference between things we want and things we need?	To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences these choices.	<ul style="list-style-type: none"> <li>• Colouring pencils and pens</li> <li>• Sticky notes</li> </ul>

				Why is it important to understand this?	To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving.	
		Revisit: Name items that belong to them that are important /precious and say why.	5. Look After It  I can explain how I keep my belongings safe and why this is important	How can we be careful about our belongings?  Why is it important to do this?	To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences these choices. To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving.	<ul style="list-style-type: none"> <li>• Colouring pencils and pens</li> <li>• Sticky notes</li> <li>• Collection of classroom items (book, pens, toy, game, tablet, etc.)</li> </ul>
		Revisit: List job roles they have seen when they have been shopping e.g. security guard, till operative, cleaner etc.	6. Going Shopping  I can explain what happens when we go shopping.	What happens when we go shopping?  What are the different kinds of things we can buy?	To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences these choices. To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving.	<ul style="list-style-type: none"> <li>• Colouring pencils and pens</li> </ul>

	BRITAIN	<p>Revisit: Discuss any extra-curricular activities they take part in, such as sports or scouting groups.</p>	<p>1. My School</p> <p>I can describe ways that I can help my school community.</p>	<p>What does it mean to belong to a community?</p> <p>What can we do to help our school community?</p>	<p>To learn that they belong to different groups and communities such as family and school.</p> <p>To learn how they can contribute to the life of the classroom and school.</p>	<ul style="list-style-type: none"> <li>• Coloured pens and pencils</li> </ul>
		<p>Revisit: Share the types of homes they live in and who they live with.</p>	<p>2. My Community</p> <p>I can describe ways that I can be a good neighbour</p>	<p>What is it like in our community?</p> <p>How can we be good neighbours?</p>	<p>To understand that they belong to different groups and communities such as family and school.</p> <p>To recognise that choices can have negative and positive consequences.</p>	<ul style="list-style-type: none"> <li>• Glue</li> <li>• Scissors</li> </ul>
		<p>Revisit: Identify local places they regularly visit.</p>	<p>3. My Neighbourhood</p> <p>I can identify things that help and harm my neighbourhood.</p>	<p>What makes our neighbourhood a nice place to live?</p> <p>How can we keep it a pleasant place for everyone?</p>	<p>To learn what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these.</p> <p>To learn that people and other living things have rights and that everyone has responsibilities to protect those rights. I can identify</p>	<ul style="list-style-type: none"> <li>• 'Dinosaurs and All That Rubbish' by Michael Foreman</li> <li>• Large sheets of paper</li> <li>• Coloured pens</li> </ul>

					things that help and harm my neighbourhood.	or pencils
		<p>Revisit: Identify what a map is and identify land and sea.</p>	<p>4. My Country</p> <p>I can describe what it is like to live in Britain.</p>	<p>What is Britain?</p> <p>What is it like to live in Britain?</p>	<p>To learn that they belong to different groups and communities such as family and school.</p> <p>To learn to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</p>	<ul style="list-style-type: none"> <li>• Coloured pens</li> </ul>
		<p>Revisit: What colours is the flag of Great Britain? What is the name of our flag?</p>	<p>5. British People</p> <p>I can explore how people living in Britain can be different and how they are the same</p>	<p>In what ways can British people be different from one another?</p> <p>How are British people similar to one another?</p>	<p>To learn to identify and respect the differences and similarities between people.</p> <p>To learn that people and other living things have rights and that everyone has responsibilities to protect those rights.</p> <p>To discuss ways in which we are the same as all other people; what we have in common with everyone else.</p>	<ul style="list-style-type: none"> <li>• Large sheets of paper</li> <li>• Coloured pens or pencils</li> </ul>
		<p>Revisit: Famous British landmarks .</p>	<p>6. What Makes Me Proud of Britain?</p> <p>I can share my ideas about being British and living in Britain.</p>	<p>What does it mean to be British?</p> <p>Why should we be proud of living in Britain?</p>	<p>To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</p> <p>To understand that they belong to different groups and</p>	<ul style="list-style-type: none"> <li>• Large sheets of paper</li> <li>• Coloured pens or pencils</li> </ul>

					communities such as family and school.	
<b>Year 2</b>						
STRAND	MODULE	REVISIT	OBJECTIVE	BIG QUESTIONS	LEARNING OUTCOMES (Statutory Links)	RESOURCES
Relationship with Allah: I love Allah and Allah loves me (A Merciful lord)						
<b>RELATIONSHIPS EDUCATION</b>	VIP'S	Revisit:	1. Who Are Your VIPs?  I can talk about the very important people in my life and explain why they are special.	Who are our special people?  What makes them special?	To learn about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them.  To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.	• scissors
		Revisit: Discuss what is family?	2. Families  I can describe why families are important	Why are families important? How do the people in our families make us feel?	To learn about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them.	

					To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.	
		Revisit: Share some of their star qualities.	3. Friends  I can describe what makes someone a good friend.	What makes a good friend?  How can we be a good friend?	To offer constructive support and feedback to others.  To communicate their feelings to others, to recognise how others show feelings and how to respond.	
		Revisit: Share examples of instances when children have fallen out.	4. Falling Out  I can describe ways to help work out arguments and disagreements.	Why is it important to treat people fairly, even when we are cross with them?  What can we do about arguments and disagreements?	To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).  To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.  To recognise that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).  To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable.  To know strategies to resist teasing or bullying, if they	



					experience or witness it, whom to go to and how to get help.	
		Revisit: Give examples of when they have worked in a team in a school context.	5. Working Together  I can cooperate with others to achieve a task	What does 'cooperate' mean?  How can we cooperate with others?	To recognise that their behaviour affects other people  To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).	
		Revisit: Identify who the people they care about are and who the people who care about them are.	6. Showing You Care. I can describe how I can show my special people that I care about them and understand why this is important.	Why is it important to let people know that they are special to us?  How can we show our special people that we care?	To communicate their feelings to others, to recognise how others show feelings and how to respond.  To offer constructive support and feedback	
	GROWING UP	Revisit: List some of the ways we take care of bodies.	1. Our Bodies  I can name the main parts of our bodies.  (No references should be made to genitalia- In line with Science National	What are the main parts of our bodies?  What changes as we grow from young to old?  Key Vocabulary: head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth,	To learn the names for the main parts of the body ( NOT including genitalia).  To learn about the process of growing from young to old and how people's needs change.	

			Curriculum Objective for year1)	ankle etc.		
		Revisit: Recap rules of listening to one another and taking turns.	2. Is It OK  I understand how to respect my own and other people's bodies	What is 'consent' and what are the rules for respecting people's bodies?  What should we do if these rules are broken?	To learn that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable). To learn to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).	• Teddy Bear
		Revisit: List similarities and differences between boys and girls.	3. Pink and Blue  I understand that we are all different and different people like different things.	What is a stereotype?  Can we tell what someone is like depending on if they are a boy or girl?	To learn ways in which we are unique.  To identify and respect the differences and similarities between people.	
		Revisit: Children to list their VIP's.	4. Look at Me Now!  I can describe how I have changed since I was a baby.	What can we do know that we couldn't do last year?  What will we be able to do next year?	To learn about the process of growing from young to old and how people's needs change. To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring.	• Baby photos brought in by the children.

		Revisit: What have you learnt to do since you were a baby?	5. Getting Older  I can describe how I will change as I get older.	How have we changed since we were babies?  How will we change as we grow older?	To learn about the process of growing from young to old and how people's needs change.  To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring.  To learn about the process of growing from young to old and how people's needs change.	
		Revisit: List some of the physical changes that they have experienced since being a baby.	6. Changes  I can describe things that might change in a person's life and how it might make them feel.	What are some changes that might happen in people's lives?  What feelings can these changes cause?	To know about change and loss and the associated feelings (including moving home, losing toys, pets or friends). To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.	
<b>HEALTH AND WELLBEING</b>	SAFETY FIRST	Revisit: Recap their VIP's and how they make them feel.	1. Keeping Safe  I know how to stay safe and who can help if I feel unsafe.	What can we do to keep ourselves safe?  What should we do if we don't feel safe?	To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.	

					<p>To know about people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</p> <p>To know about the ways that pupils can help the people who look after them to more easily protect them.</p>	
		<p>Revisit: As a class define terms 'safe', 'unsafe' and 'danger' and give examples.</p>	<p>2. Staying Safe at Home.</p> <p>I know how to stay safe at home</p>	<p>Which objects in our home can be dangerous?</p> <p>What can we do to keep ourselves safe at home?</p>	<p>To know rules for and ways of keeping physically and emotionally safe, including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.</p> <p>To know that household products, including medicines, can be harmful if not used properly.</p> <p>To know about the ways that pupils can help the people who look after them to more easily protect them.</p>	
		<p>Revisit: What are our class/school</p>	<p>3. Staying Safe Outside</p> <p>I know how to stay safe when I am out and about.</p>	<p>How can we stay safe around roads?</p> <p>What other dangers do we need to look out for?</p>	<p>To know rules for and ways of keeping physically and emotionally safe, including responsible ICT use and online safety, road safety, cycle safety</p>	<ul style="list-style-type: none"> <li>• Tablet or digital camera to be used as a recording device.</li> </ul>

		<p>rules? Why do we follow these rules?</p>			<p>and safety in the environment, rail, water and fire safety. To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'. To know about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialing 999 in an emergency.</p>	
		<p>Revisit: Share their understanding of e-Safety.</p>	<p>4. Staying Safe Online I can keep myself safe when I use the Internet.</p>	<p>How can we use the Internet in a safe way? What rules must we follow when using the Internet?</p>	<p>To know rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety. To understand what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy. To know about the ways that pupils can help the people who</p>	<ul style="list-style-type: none"> <li>• A ball of string or wool for each group</li> </ul>

					look after them to more easily protect them.	
		<p>Revisit: Brainstorm parts of the body.</p>	<p>5. The Underwear Rule</p> <p>I know my body belongs to me and how to keep my body safe.</p>	<p>What is the Underwear Rule?</p> <p>What is the difference between a good secret and a bad secret?</p>	<p>To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).</p> <p>To know the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.</p> <p>To understand what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy.</p>	
		<p>Revisit: Identify emergency services – police officers, paramedics and firefighter.</p>	<p>6. People Who Can Help</p> <p>I know who to go to if I need help</p>	<p>Which people help keep us safe?</p> <p>How can we help those people to look after us?</p>	<p>Who Can Help To know about people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</p> <p>To know about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people</p>	

					<p>when they need their help, including dialing 999 in an emergency.</p> <p>To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.</p>	
THINK POSITIV E	<p>Revisit: Describe some of the different feelings they experience daily.</p>	<p>1. Think Happy, Feel Happy! I can understand how happy thoughts can make me feel good</p>	<p>What is positive thinking?  How can it help us feel good?</p>	<p>To learn about good and not-so-good feelings, to develop a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.</p> <p>To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not-so-good consequences.</p> <p>To recognise that their behaviour can affect other people.</p> <p>To recognise what is fair and unfair, kind and unkind, what is right and wrong.</p>		
	<p>Revisit: Recap road-</p>	<p>2. It's Your Choice</p>	<p>What choices do we have about things we say and do?</p>	<p>To recognise what they like and dislike, how to make real, informed choices that improve</p>		

		safety rules.	I can make good choices and consider the impact of my decisions.	How can these choices affect how we feel?	their physical and emotional health. To recognise that choices can have good and not-so-good consequences.	
		Revisit: Give examples of positive and negative thoughts they have had.	3. Go-Getters I can set myself goals and consider how to achieve them.	What are helpful and unhelpful thoughts?  What can we do if we find something challenging?	To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. To learn about good and not-so-good feelings, to develop a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.	<ul style="list-style-type: none"> <li>• Beanbags</li> <li>• Stopwatches</li> </ul>
		Revisit: Share examples of good choices that stand out for them, that they have made.	4. Let It Out I can discuss my feelings and opinions with others and cope with difficult emotions.	What things make us feel cross, worried or sad?  What can we do if this happens?	To learn about good and not-so-good feelings, to develop a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings. To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.	
		Revisit: Share how happy	5. Be Thankful	How can we be thankful for the things that we have?	To learn about good and not-so-good feelings, to develop a vocabulary to describe their	<ul style="list-style-type: none"> <li>• Paper clip - one per pair</li> </ul>



		<p>thoughts have made them feel better.</p>	<p>I can discuss things I am thankful for and focus on what I do have, rather than what I don't have.</p>	<p>How can being thankful help to make us happy?</p>	<p>feelings to others and to develop simple strategies for managing feelings. To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</p>	
		<p>Revisit: How are we kind to each other? Why is this important?</p>	<p>6. Be Mindful I can focus on what is happening now and how I am feeling.</p>	<p>What is mindfulness? How can we be mindful?</p>	<p>To learn about good and not-so-good feelings, to develop a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings. To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not-so-good consequences.</p>	<ul style="list-style-type: none"> <li>• Drawing pins - one per child</li> <li>• Wooden dowel (approx 30cm long) - one per child</li> <li>• Sticky tape</li> </ul>
<p><b>LIVING IN THE WIDER WORLD</b></p>	<p>ONE WORLD</p>	<p>Revisit Explain Why are families important?</p>	<p>1. Families I can explore family life in different countries and say how it is the same as mine and how it is different.</p>	<p>What are families like around the world? How are they similar to and different from ours?</p>	<p>To identify and respect the differences and similarities between people. To identify their special people (family, friends and carers), what makes them special and how special people should care for one another.</p>	

					<p>To understand that they belong to different groups and communities such as family and school.</p> <p>To understand ways in which we are the same as all other people; what we have in common with everyone else.</p>	
		<p><b>Revisit:</b> List materials that different things are made of.</p>	<p>2. Homes</p> <p>I can discuss homes and home life from around the world and say how they are the same as mine and how they are different.</p>	<p>How is life different for children in other countries?</p> <p>How is it the same?</p>	<p>To identify and respect the differences and similarities between people.</p> <p>To understand that people and other living things have rights and that everyone has responsibilities to protect these (including protecting others' bodies and feelings, being able to take turns, share and understand the need to return things that have been borrowed)..</p>	<ul style="list-style-type: none"> <li>• Scissors</li> <li>• Glue Sticks</li> </ul>
		<p><b>Revisit:</b> Describe ways they help their school community.</p>	<p>3. Schools</p> <p>I can explain what it is like to go to school in other countries and say how it is the same as or different from my school.</p>	<p>What is it like to go to school in other Countries?</p> <p>Why is it important to go to school?</p>	<p>To identify and respect the differences and similarities between people.</p> <p>To understand that people and other living things have rights and that everyone has responsibilities to protect these (including protecting others' bodies and feelings, being able to take turns, share and understand the need to</p>	<ul style="list-style-type: none"> <li>• 'Sticky notes</li> <li>• Paper</li> <li>• Pencils</li> </ul>

					return things that have been borrowed).	
		<p>Revisit: Describe what is it like to live in Britain?</p>	<p>4. Environments</p> <p>I can explore places where people live which are different from where I live.</p>	<p>What are some of the different places that people live?</p> <p>How does this affect their lives?</p>	<p>To understand that people and other living things have rights and that everyone has responsibilities to protect these (including protecting others' bodies and feelings, being able to take turns, share and understand the need to return things that have been borrowed).</p> <p>To identify and respect the differences and similarities between people</p>	
		<p>Revisit: Identify things that harm my neighbourhood.</p>	<p>5. Resources</p> <p>I can think about how people use things from the earth and what problems this can cause.</p>	<p>How do people use things from the earth?</p> <p>What problems can this cause?</p>	<p>To understand what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy).</p> <p>To understand that people and other living things have rights and that everyone has responsibilities to protect these (including protecting others' bodies and feelings, being able to take turns, share and understand the need to return things that have been borrowed).</p>	

		Revisit: Discuss role/purpose of school echo warriors.	6. Planet Protectors  I can say why it is important to care for the earth and identify how I can help protect it.	Why is it important to care for the earth?  What can we do to help?	To understand what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy). To understand that people and other living things have rights and that everyone has responsibilities to protect these (including protecting others' bodies and feelings, being able to take turns, share and understand the need to return things that have been borrowed).	<ul style="list-style-type: none"> <li>• Paper</li> <li>• Pens</li> <li>• Scissors</li> </ul>
RESPECTING RIGHTS	Revisit: Discuss things we want and things we need to live.	1. Rights  I can talk about what rights are and identify rights that all people share.	What are rights and what rights do all people share?  What special rights do children have?	To know that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed). To recognise what is fair and unfair, kind and unkind, what is right and wrong. To recognise ways in which we are the same as all other people;		

					what we have in common with everyone else.	
		<p>Revisit: List the rights that all people share.</p>	<p>2. Protecting Our Rights</p> <p>I can explain who helps protect our rights.</p>	<p>Who helps us protect our rights?</p> <p>What can we do if we don't feel safe?</p>	<p>To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.</p> <p>To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</p> <p>To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.</p>	
		<p>Revisit: Discuss What type of un-kind behavior is bullying?</p>	<p>3. Respecting Others</p> <p>I can show respect for the rights of others and understand why this is important</p>	<p>What could happen if we didn't show respect for the rights of others?</p> <p>How can we show respect for the rights of others?</p>	<p>To recognise that their behaviour can affect other people.</p> <p>To know that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to</p>	

					<p>return things that have been borrowed).</p> <p>To know that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).</p>	
		<p>Revisit: Identify some good and not-so-good choices they have made.</p>	<p>4. Everybody's Different</p> <p>I can show respect for the differences between people</p>	<p>What does it mean to be different?</p> <p>What are some of the ways that people can be different from each other?</p> <p>How should we behave towards people who are different from us?</p>	<p>To identify and respect the differences and similarities between people.</p> <p>To know that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed).</p> <p>To recognise ways in which we are the same as all other people; what we have in common with everyone else</p>	
		<p>Revisit: Identify some of the different feelings they</p>	<p>5. Is It Fair?</p> <p>I can understand why it is important to be fair.</p>	<p>Does fair always mean equal?</p> <p>Why is it important to be fair?</p>	<p>To know that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to</p>	

		experience daily.			return things that have been borrowed). To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.	
		Revisit: Discuss ways that children help each other.	6. Taking Part  I can explain why making a positive difference is important.	Why is it good to make a difference? How can we make a difference to our school and community?	To know how they can contribute to the life of the classroom and school. To understand that they belong to different groups and communities, such as family and school.	
<b>Year 3</b>						
<b>STRAND</b>	<b>MODULE</b>	<b>REVISIT</b>	<b>OBJECTIVE</b>	<b>BIG QUESTIONS</b>	<b>LEARNING OUTCOMES (Statutory Links)</b>	<b>RESOURCES</b>
Relationship with the Messenger PBUH: Building Good Character						
<b>RELATIONSHIPS EDUCATION</b>	TEAM	Revisit: Discuss key life changes, such as changing key stage or school	1. A New Start.  I can talk about changes and how they might make me feel.	How does it feel to start a new class?  What are we looking forward to? Is there anything we will miss?	To learn about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement. To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range	<ul style="list-style-type: none"> <li>Whiteboard and pens – class set</li> <li>Sticky notes</li> </ul>

		to join Year 3.			and intensity of their feelings to others.	
		Revisit: Play a team game	2. Together Everyone  I can explain how and why we should work well as a team.	What are the features of a good team?  How do team members benefit from being in a team?	To know that their actions affect themselves and others. To work collaboratively towards shared goals.	Sticky Notes – one per child • Whiteboard – one per pair • Whiteboard Pen – one per pair • Sticky tape
		Revisit: List skills needed for good teamwork	3. Working Together  I can describe how my actions and behaviour affect my team	How do the actions of our team mates affect us?  How is our team affected by our actions?	To know that their actions affect themselves and others. To work collaboratively towards shared goals.	
		Revisit: Describe different feelings and emotions.	4. Being Considerate  I can pay attention to and respond considerately to others.	How can we tell what our team mates are feeling?  How can we respond to the feelings of other people?	To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. To recognise and respond appropriately to a wider range of feelings in others.	• Whiteboard – one per group • Whiteboard pen – one per group



		<p>Revisit: Discuss how we should talk to each other.</p>	<p>5. When Things Go Wrong</p> <p>I can describe why disputes might happen and strategies to resolve them.</p>	<p>What happens when we fall out with our team members?</p> <p>How can we solve these problems?</p>	<p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</p> <p>To know that their actions affect themselves and others.</p> <p>To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p>	<ul style="list-style-type: none"> <li>• Colouring pencils</li> <li>• Scissors – one per pair</li> </ul>
		<p>Revisit: Share the responsibilities they have in the classroom.</p>	<p>6. Responsibilities</p> <p>I can talk about my responsibilities towards my team</p>	<p>Why is it important that everyone on a team fulfils their responsibilities?</p> <p>What are our responsibilities towards our team?</p>	<p>To know that their actions affect themselves and others.</p> <p>To work collaboratively towards shared goals.</p> <p>To learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.</p>	<ul style="list-style-type: none"> <li>• Whiteboard – one per pair</li> <li>• Whiteboard pen – one per pair</li> </ul>
BE YOURS ELF		<p>Revisit: Share moments adults have said</p>	<p>1. Pride In Achievements</p> <p>I can say the things about myself that I am proud of.</p>	<p>What does it mean to have pride in ourselves?</p> <p>Why should we be proud of our achievements?</p>	<p>To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.</p>	

		they are proud of them.			To deepen their understanding of good and not-so-good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.	
		Revisit: Recognise a range of different feeling faces	<p>2. Feelings</p> <p>I can identify the feelings I have and describe how different emotions feel.</p>	<p>What are our main feelings and emotions called? What do they feel like?</p> <p>When might these feelings happen?</p>	<p>To deepen their understanding of good and not-so-good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>To learn what positively and negatively affects their physical, mental and emotional health.</p> <p>To recognise and respond appropriately to a wider range of feelings in others.</p> <p>To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement.</p>	<ul style="list-style-type: none"> <li>• Digital camera</li> <li>• Paints</li> <li>• A3 paper</li> </ul>
		Revisit: Brainstorm a range of feeling words.	<p>3. Express Yourself</p> <p>I can describe different ways to cope with any uncomfortable feelings I may have and understand why this is important.</p>	<p>What can we do when we feel unhappy or uncomfortable?</p> <p>Why is it important to tell people how you feel?</p>	To deepen their understanding of good and not-so-good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.	

					To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.	
		Revisit: Discuss peer pressure and its associated feelings.	4. Know Your Mind  I know how to be assertive.	What is 'being assertive'?  When and how can we be assertive?	To understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.  To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.  To recognise and manage 'dares'.	
		Revisit: How much TV/digital media do they consume daily? Is this healthy/n	5. Media-Wise  I can explore messages given by the media and decide if they are helpful or harmful.	What messages do we get from the media about how people should look, feel and behave?  Are those messages realistic?	To explore and critique how the media present information.  To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.  To recognise and challenge stereotypes	

		ot healthy?				
		Revisit: Brainstorm situations in which we should say sorry.	6. Making It Right I can identify different strategies I can use if I make a mistake.	What can we do if we do something wrong or make a mistake? How can this help you in the future?	To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals. To know that their actions affect themselves and others. To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.	
<b>HEALTH AND WELLBEING</b>	AIMING HIGH	Revisit: Children share past examples of receiving certificates in assembly and why?	1. Achievements I can identify achievements and suggest how my actions can help me achieve	What have we achieved over the last year and what are we proud of? How did our behavior and attitude help us achieve?	To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. To face new challenges positively by collecting information, looking for help, making responsible choices and taking action.	
		Revisit: Children to share some of their star qualities.	2. Goals I can identify personal goals and suggest actions I can take to achieve them.	What would we like to achieve over the year ahead? What do we need to do to help us achieve our goals?	To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. To face new challenges positively by collecting information, looking	

					for help, making responsible choices and taking action.	
		<p>Revisit: List whole school Learning behaviours e.g. resilience, critical thinking and give examples.</p>	<p>3. Always Learning</p> <p>I can explain how a positive learning attitude can help me learn new things</p>	<p>What behavior can help us learn new things?</p> <p>What can we do when we find our learning challenging?</p>	<p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>To face new challenges positively by collecting information, looking for help, making responsible choices and taking action.</p>	
		<p>Revisit: Share careers that they may be interested in pursuing in the future</p>	<p>4. Jobs and Skills</p> <p>I can identify the skills and attributes needed to do certain jobs.</p>	<p>What kinds of jobs do people do?</p> <p>What kinds of skills and attributes would we need to do these jobs?</p>	<p>To think about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future.</p>	
		<p>Revisit: Brainstorm a range of different careers</p>	<p>5. No Limit!</p> <p>I understand that gender does not limit us in becoming what we want to in the future.</p>	<p>Can we be anything we want when we grow up?</p> <p>Are some jobs for men and some for women?</p>	<p>To learn about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future.</p>	

					To recognise and challenge stereotypes.	
		Revisit: Share some skills that they have developed since key stage 1.	6. When I Grow Up  I can discuss what job I might like to do when I grow up and what skills I will need to achieve this	What might we like to do when we grow up?  What skills would we need to develop to achieve this?	To think about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future.  To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.	
	IT'S MY BODY	Revisit: How do we take care of our bodies?	1. My Body, My Choice  I know I can choose what happens to my body and how to say no  (Excluding FGM)	Who does your body belong to?  Does your body belong to anyone else?  What do you get to decide?	To learn about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact and develop the skills and strategies required to get support if they have fears for themselves or their peers.  To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).  The concept of 'keeping something confidential or secret',	

					<p>when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.</p> <p>To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.</p>	
		<p>Revisit: Discuss what constitutes a well-balanced diet, including main food groups like protein, carbohydrates and fruit and vegetables.</p>	<p>2. Fit as a Fiddle</p> <p>I know how to keep my body healthy.</p>	<p>What does your body need to be healthy?</p> <p>If you eat junk food regularly, what are the effects on your body?</p> <p>What can you do to become healthier?</p>	<p>To learn how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.</p> <p>To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet.</p>	

		<p>Revisit: Children to say when they go to bed and get up. Then calculate how much sleep they get and compare this to how much they need.</p>	<p>3. Good Night, Good Day</p> <p>I know why it is important to get enough sleep</p>	<p>Why is it important to get enough sleep?</p> <p>How can getting enough sleep keep our bodies and minds healthy?</p> <p>What happens if we don't get enough sleep?</p>	<p>To learn what positively and negatively affects their physical, mental and emotional health.</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p>	
		<p>Revisit: Discuss what germs are and how disease can spread through lack of hygiene.</p>	<p>4. Cough, Splutter, Sneeze.</p> <p>I know how good hygiene helps to stop the spread of disease.</p>	<p>How can we stop the spread of some diseases?</p> <p>What role does personal hygiene play?</p> <p>Why else is personal hygiene important?</p>	<p>To know that bacteria and viruses can affect health and that following simple routines can reduce their spread.</p> <p>To know what positively and negatively affects their physical, mental and emotional health.</p>	



		<p>Revisit: How do we keep our bodies healthy?</p>	<p>5. Drugs: Healing or Harmful?</p> <p>I know how to take medicine safely and keep safe around drugs.</p>	<p>What are drugs?</p> <p>How can I stay safe around drugs?</p>	<p>To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience. To recognise how their increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>To learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.</p>	
		<p>Revisit: Explore children's already existing daily habits</p>	<p>6. Choices Everywhere</p> <p>I know how to make better choices and choose healthy habits.</p>	<p>What choices do I have?</p> <p>How can I make better, healthier choices?</p>	<p>To learn how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.</p> <p>To learn what is meant by the term 'habit' and why habits can be hard to change.</p>	

<b>LIVING IN THE WIDER WORLD</b>	BRITAIN	Revisit: Share some of the memorable places they have visited in Britain	1. Living in Britain  I can describe what it is like to live in Britain.	What kinds of people are British people?  What is it like to live in Britain?	To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.	<ul style="list-style-type: none"> <li>• Large pieces of paper</li> <li>• Coloured pens</li> <li>• Glue sticks</li> </ul>
		Revisit: Children to give examples of when they have been part of/seen a democratic process within school,	2. Democracy  I can talk about what democracy is and understand why it is important.	What is democracy?  Why is democracy important?	To understand that there are basic human rights shared by all people and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.  To know what democracy is and the basic institutions that support it.	
		Revisit: Recap class or school rules.	3. Rules, Laws and Responsibilities  I can talk about what rules and laws are and identify how they help us.	What are rules?  What is the law?  How are rules and laws enforced?  How do rules and laws help us?	To know why and how rules and laws that protect themselves and others are made and enforced. To understand why different rules are needed in different situations and how to take part in making and changing rules.	

		<p>Revisit: Children to share what they love about living in Britain.</p>	<p>4. Liberty</p> <p>I can talk about what liberty means and I can identify the rights of British people.</p>	<p>What does liberty mean?</p> <p>What are the rights shared by British people?</p>	<p>To understand that there are basic human rights shared by all peoples and all societies.</p> <p>To know that these universal rights are there to protect everyone.</p>	<ul style="list-style-type: none"> <li>• Paper</li> </ul>
		<p>Revisit: In pairs children to look at both physical/abstract similarities and differences between them.</p>	<p>5. Tolerance and Respect</p> <p>I can describe a diverse society and talk about why it is important.</p>	<p>What is diversity and why is it important?</p> <p>Why should we be respectful of others?</p>	<p>To understand that differences and similarities between people arise from a number of factors.</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p>	<ul style="list-style-type: none"> <li>• Paper</li> <li>• Coloured Pens</li> <li>• Sticky notes</li> </ul>
		<p>Revisit: List famous British people</p>	<p>6. What Does It Mean to Be British?</p> <p>I can explain what being British means to me and to others</p>	<p>What does being British mean to me?</p> <p>Does 'being British' mean the same to all people?</p>	<p>To research, discuss and debate topical issues, problems and events.</p> <p>To consider the lives of people living in other places, and people with different values and customs.</p>	<ul style="list-style-type: none"> <li>• Sticky notes</li> <li>• Large piece of paper displayed at the front of the classroom</li> </ul>
		<p>Revisit:</p>	<p>1. Where Does Money Come From?</p>	<p>Why do people go to work?</p>	<p>To learn about the role money plays in their own and others'</p>	<ul style="list-style-type: none"> <li>• Coloured pens and</li> </ul>

	MONEY MATTERS	Jobs in their local community.	I can explain what skills are needed for a range of jobs and why people go to work.	What other ways do people get money?	lives, including how to manage their money and about how to be a critical consumer. To learn about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future.	pencils • Large sugar paper
		Revisit: Discuss ways people earn money?	2. Ways to Pay  I can explain the different ways people pay for things.	What are notes, coins, debit and credit cards, cheques and bank accounts?  What do they do?	To learn about the role money plays in their own and others' lives, including how to manage their money and about how to be a critical consumer. To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.	
		Revisit: Discuss some of the choices they make and the direct consequences that arise.	3. Lending and Borrowing  I can explain ways people can borrow money and discuss some consequences of borrowing.	Why do people borrow money?  What are the consequences of borrowing money?	To develop an initial understanding of 'interest', 'loan', 'debt' and 'tax' (e.g. their contribution to society through the payment of VAT). To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.	• Colouring pencils and pens • Large sugar paper or sticky notes

		<p>Revisit: Coins and notes recognition</p>	<p>4. Priorities</p> <p>I can explain the difference between things we want and things we need.</p>	<p>What is the difference between a want and a need?</p> <p>What are priorities?</p>	<p>To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world. To learn about the role money plays in their own and others' lives, including how to manage their money and about how to be a critical consumer.</p>	<ul style="list-style-type: none"> <li>• Colouring pencils and pens</li> </ul>
		<p>Revisit: Give examples of advertisements they have seen on TV/Magazine/ social media</p>	<p>5. Advertising</p> <p>I can explain how adverts try to influence our spending and why they do this.</p>	<p>Why do adverts try to influence the way we spend money?</p> <p>How do they do it?</p>	<p>To learn about the role money plays in their own and others' lives, including how to manage their money and about how to be a critical consumer. To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world. To explore and critique how the media present information.</p>	<ul style="list-style-type: none"> <li>• Colouring pencils and pens</li> </ul>
		<p>Revisit: Class budget list divided into wants</p>	<p>6. Keeping Track</p> <p>I can explain ways I can keep track of what I spend and why it is important to do this</p>	<p>How can we keep track of money?</p> <p>Why is it important to do this?</p>	<p>To learn about the role money plays in their own and others' lives, including how to manage their money and about how to be a critical consumer.</p>	<ul style="list-style-type: none"> <li>• Colouring pencils and pens</li> <li>• Mini whiteboards and pens</li> </ul>

		and needs.			To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.	<ul style="list-style-type: none"> <li>• Sticky notes</li> <li>• Whiteboards – one per pair</li> <li>• Whiteboard pens – one per pair</li> </ul>
<b>Year 4</b>						
<b>STRAND</b>	<b>MODULE</b>	<b>REVISIT</b>	<b>OBJECTIVE</b>	<b>BIG QUESTIONS</b>	<b>LEARNING OUTCOMES (Statutory Links)</b>	<b>RESOURCES</b>
Relationship with Allah and his Messenger PBUH: One Ummah, One Family						
<b>RELATIONSHIPS EDUCATION</b>	VIP'S	Revisit: Brainstorm who their VIP's are.	1. Making Friends  I can explain why we need new friendships and how to make them.	Why is it a good idea to make new friends?  How can we make new friends?	To recognise and respond appropriately to a wider range of feelings in others. To know that their actions affect themselves and others..	<ul style="list-style-type: none"> <li>• Colouring pencils</li> </ul>
		Revisit: Reflect on qualities children have which they think	2. Staying Friends  I can create a list of positive actions needed to stay friends with my friends.	How should we treat our friends?  Why is it important to be kind to our friends?	To be aware of different types of relationship, including those between acquaintances, friends, relatives and families. To know that their actions affect themselves and others. To learn to recognise what constitutes a	<ul style="list-style-type: none"> <li>• A hat</li> <li>• Whiteboard pens</li> <li>• Whiteboards</li> </ul>

		makes them a good friend.			positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.	
		Revisit: Describe why families are important.	3. Is This a Good Friend?  I can identify my own support network.	What makes a good friend?  What can we do if someone is not a good friend?	To be aware of different types of relationship, including those between acquaintances, friends, relatives and families.  To recognise ways in which a relationship can be unhealthy and who to talk to if they need support.	• Sticky notes
		Revisit: Give examples of how I show my special people that I care.	4. Falling Out  I can demonstrate strategies for resolving conflicts.	How and why do people fall out with their friends?  What can we do when this happens?	To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.  To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.	
		Revisit: Describe ways to work out arguments	5. Bullying  I can identify what bullying is.	What are the different ways that people can be bullied?  How can this affect the people involved?	To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based	

		and disagreements.			<p>language, how to respond and ask for help).</p> <p>To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities.</p> <p>To learn how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).</p>	
		Revisit: Identify their own support network.	<p>6. Anti-Bullying</p> <p>I know what to do if someone is being bullied.</p>	<p>What can we do if we are being bullied?</p> <p>What can we do if we know someone else is being bullied?</p>	<p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help).</p> <p>To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities.</p> <p>To learn how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).</p>	<ul style="list-style-type: none"> <li>• Colouring pens</li> </ul>



THINK POSITIV E	Revisit: Describe how happy thoughts can make me feel.	1. Happy Minds Happy People  I understand that having a positive attitude is good for our mental health.	What is a happy mind?  How can it make a difference to our lives?	To deepen their understanding of good and not-so-good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. To consider what positively and negatively affects their physical, mental and emotional health.	
	Revisit: Sort positive and negative feelings.	2. Thoughts and Feelings  I can recognise and manage positive and negative thoughts effectively.	What are helpful and unhelpful thoughts?  How do they affect the way we feel?	To deepen their understanding of good and not-so-good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. To consider what positively and negatively affects their physical, mental and emotional health.	
	Revisit: Share examples of good choices I have made.	3. Changes  I understand that some changes can be difficult, but that there are things we can do to cope.	How does it feel when big changes happen in our lives?  How can we cope with these feelings?	To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement. To deepen their understanding of good and not-so-good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.	• Colouring pencils or pens
	Revisit:	4. Keep Calm and Relax!	What is mindfulness and how can it help?	To recognise that they may experience conflicting emotions	

		Identify who their support network is	I can use mindfulness techniques to keep calm	How can we be mindful?	and when they might need to listen to, or overcome these. To learn how their body will, and their emotions may, change as they approach and move through puberty.	
		Revisit: Brainstorm a range of different emotions that they have felt.	5. You're the Boss I can identify uncomfortable emotions and manage them effectively	How do uncomfortable feelings affect our actions and behaviour?  What can we do to manage uncomfortable feelings?	To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these. To understand what positively and negatively affects their physical, mental and emotional health.	
		Revisit: Highlight two goals that they have achieved.	6. Always Learning I can apply a positive attitude towards learning and take on new challenges.	What is a positive attitude to learning?  What strategies can we use when we find something challenging?	To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. To learn how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'. To face new challenges positively by collecting information, looking	

					for help, making responsible choices, and taking action.	
	SAFETY FIRST	Revisit: Identify the classroom roles and responsibilities.	1. New Responsibilities  I can be responsible for making good choices to stay safe and healthy.	How are we becoming more independent now we are growing older?  What new responsibilities do we have as we get older?	To recognise how their increasing independence brings increased responsibility to keep themselves and others safe.  To know about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.	
		Revisit: Identify school rules linked to safety.	2. Risks, Hazards and Dangers  I can identify a risky situation and act responsibly.	What risks, hazards and dangers do we face in everyday life?  What can we do if we think we're in a risky situation?	To differentiate between the terms, 'risk', 'hazard' and 'danger'.  To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.  To learn strategies for keeping physically and emotionally safe.  To recognise, predict and assess risks in different situations and decide how to manage them responsibly.  To learn school rules about health and safety, basic emergency aid	<ul style="list-style-type: none"> <li>• Dice</li> <li>• Coloured counters</li> </ul>

					procedures, where and how to get help.	
		<p><b>Revisit:</b> <b>Discuss:</b> <b>Who does your body belong to?</b> <b>How do you keep it safe?</b></p>	<p>3. Under Pressure</p> <p>I understand that I can choose not to do something that makes me feel uncomfortable.</p>	<p>How do we know if we are being pressured to do something risky or dangerous?</p> <p>What do we do if we are being pressured to do something that makes us feel uncomfortable?</p>	<p>To know how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong. To recognise and manage 'dares'.</p>	
		<p><b>Revisit:</b> <b>Share ways to stay safe when out an about.</b></p>	<p>4. Road Safety</p> <p>I know how to be safe on and near the road</p>	<p>What are the dangers of using the road?</p> <p>How can we use the road safely?</p>	<p>To have strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety). To differentiate between the terms, 'risk', 'hazard' and 'danger'. To learn strategies for keeping physically and emotionally safe.</p>	<ul style="list-style-type: none"> <li>• Sticky notes</li> </ul>
		<p><b>Revisit:</b></p>	<p>5. Dangerous Substances</p>	<p>What are drugs, cigarettes and alcohol?</p>	<p>To know which, why and how, commonly available substances</p>	

		<p>Children share who can help if they feel unsafe.</p>	<p>I know about dangerous substances and how they affect the human body.</p>	<p>How do they affect the body and why are they dangerous?</p>	<p>and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.</p> <p>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.</p>	
		<p>Revisit: Share ways to stay safe at home.</p>	<p>6. Stay Safe Online</p> <p>I can keep myself safe when I use the Internet.</p>	<p>What are the risks when using ICT?</p> <p>How can we keep ourselves safe online?</p>	<p>To know and use strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.</p> <p>To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).</p> <p>To understand personal boundaries; to identify what they are willing to share with their</p>	

					<p>most special people; friends; classmates and others; and that we all have rights to privacy.</p> <p>To learn the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)</p> <p>To learn how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request. To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others.</p>	
	<p>IT'S MY BODY</p> <p>(YEAR 5 UNIT))</p>	<p>Revisit: Discuss what sort of touch is appropriate and</p>	<p>1. Your Body is Your Own</p> <p>I know that my body belongs to me and that I have control over what happens to it.</p>	<p>Why is looking after our bodies so important?</p> <p>What is autonomy and what is consent?</p>	<p>To know about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact.</p>	<p>The Pants program (NSPCC)</p>

		what sort of touch is inappropriate. .		(In line with appropriate and inappropriate touching - safeguarding)	To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'	
		Revisit: What does your body need to be healthy?	2. Sleep Well, Be Well I understand why getting enough sleep is important.	What are the effects of not getting enough sleep?  How can we get a good night's sleep?	To understand what positively and negatively affects their physical, mental and emotional health. To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.	<ul style="list-style-type: none"> <li>• A sticky note for each child</li> <li>• A large sheet of paper for each group</li> </ul>
		Revisit: What types of foods are junk foods? What impact do they have on your body?	3. Taking Care of Our Bodies I understand how to take care of my body.	How can we take care of our bodies?  What impact does taking care of our bodies have on our long term health?	To understand what positively and negatively affects their physical, mental and emotional health. To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.	<ul style="list-style-type: none"> <li>• Counters – six per pair</li> </ul>

		<p>Revisit: How do we take medicine safely?</p>	<p>4. Harmful Substances</p> <p>I understand the harmful effects of using drugs, including alcohol, and tobacco.</p>	<p>What are drugs, alcohol and tobacco and what are the effects of using them?</p> <p>What are the risks of taking harmful substances?</p> <p>How can we make good choices about dangerous substances?</p>	<p>To know which, why and how commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.</p> <p>To understand what is meant by the term 'habit' and why habits can be hard to change.</p> <p>To understand how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</p> <p>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.</p>	
		<p>Revisit: Brainstorm feelings related to</p>	<p>5. How We Think and Feel About Our Bodies</p>	<p>What messages about our bodies do we get from the media?</p>	<p>To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.</p>	<ul style="list-style-type: none"> <li>• Sticky notes – one per child.</li> </ul>



		body image.	I understand what a positive body image is.	How can images influence how we think, feel and behave?	To explore and critique how the media present information. To recognise and challenge stereotypes.	<ul style="list-style-type: none"> <li>• Colourful pens – a set per group.</li> <li>• Large paper (perhaps rolls of backing display paper or wallpaper) for children to draw body outlines on – one large piece for each group</li> </ul>
		Revisit: Share healthy choices/habits they practice	<p>6. Healthy Choices</p> <p>I can make informed choices in order to look after my physical and mental health.</p>	<p>What choices do we have about keeping our bodies and minds healthy?</p> <p>What influences our choices about our bodies and our physical and mental health?</p> <p>How can we decide if these are positive or negative influences?</p>	<p>To understand what positively and negatively affects their physical, mental and emotional health.</p> <p>To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.</p> <p>To explore and critique how the media present information.</p>	

	ONE WORLD	Revisit: Explore family life in different countries. How is it the same or different to ours?	1. Chiwa and Kwende  I can discuss ways in which people's lives are similar and different and give reasons for these differences	What are the similarities and differences in the lives of Chiwa and Kwende?  Why are their lives so different?	To consider the lives of people living in other places and people with different values and customs. To understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability.	
		Revisit:  Revisit: How are homes/home life around the world the same as or different to ours?	2. Chiwa's Dilemma (1)  I can explore differences of opinion and identify if I feel these are fair.	What are Chiwa's reasons for wanting to attend school?  What are her mother's reasons for wanting her to stay at home	To recognise and challenge stereotype. To understand that there are basic human rights shared by all people and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.	
		Revisit: How are schools in other countries	3. Chiwa's Dilemma (2)  I can think about the lives of people living in other places, make considered	What do we think Chiwa's family should do?  Can we give reasons for our opinions?	To consider the lives of people living in other places, and people with different values and customs.	• Large pieces of paper and marker pens

		different/same as our school?	decisions and give reasons for my opinions		To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.	- one set per group
		Revisit: Share places abroad where pupils have visited and how life there is different to the UK.	<p>4. Chiwa's Sugar</p> <p>I can recognise how my actions impact on people living in different countries and can identify things I can do to make the world a fairer place.</p>	<p>How can our actions affect the lives of people like Chiwa?</p> <p>What can we do to help make the world a fairer place to live?</p>	<p>To consider the lives of people living in other places, and people with different values and customs.</p> <p>To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world</p>	
		Revisit: Explain what natural resources are and how we use them.	<p>5. Chiwa's World</p> <p>I can explain what climate change is and how it affects people's lives and identify what I can do to help.</p>	<p>What is climate change and how does it affect people like Chiwa?</p> <p>What can we do to help them?</p>	<p>To understand that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.</p> <p>To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities</p>	

					and the sustainability of the environment across the world.	
		Revisit: How can we protect the Earth? Why is it important to care for the Earth?	6.Charity for Chiwa  I can identify different organisations which help people in different countries who are in challenging situations and explain how they do this	What kind of organisations helps people like Chiwa?  What kind of things do they do?	To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing. To understand that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.	• Laptops - one per small group
	RESPECTING RIGHTS	Revisit: Define the term 'rights'	1. Rights  I understand what rights are and that all people share the same rights.	What are rights and what rights do all people share?  What special rights do children have?	To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. To know that these universal rights are there to protect everyone and have primacy both over national law and family and community practice.	
		Revisit: Who helps protect our rights?	2. Are All Rights Equal?  I understand what the Universal Declaration of Human Rights and the	Are some human rights more important than others?  If we could add a right to the declaration, what would it be?	To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United	

			Declaration of the Rights of the Child are and why they are important.		Nations Declaration of the Rights of the Child. To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.	
		Revisit: Why is it important to respect the rights of others?	3. Rules  I can explain what democracy is and how this relates to rules and human rights.	What kind of rules do we have?  How does following rules help us?	To know why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.  To know what democracy is, and about the basic institutions that support it locally and nationally.	<ul style="list-style-type: none"> <li>• Large pieces of paper – one sheet per group</li> <li>• Coloured pens – a selection for each group</li> </ul>
		Revisit: How do we respect our differences?	4. Rights without Responsibilities?  I understand that human rights are not dependent on responsibilities.	Are rights and responsibilities connected?  Can we have rights without responsibilities?	To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. To understand that these universal rights are there to protect everyone and have primacy both over national law and family and community practice.	

		<p>Revisit: Why is it important to be fair?</p>	<p>5. Respect</p> <p>I can explain what it means to respect the rights of others and I understand why this is important.</p>	<p>What is respect and why is it important that rights are respected?</p> <p>What does it mean to respect the rights of others?</p>	<p>To realise the consequences of anti-social, aggressive and harmful behaviours, such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.</p> <p>To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view.</p>	
		<p>Revisit: How do we make positive differences to each others lives?</p>	<p>6. Are We so Different?</p> <p>I understand how stereotypes can stop people's human rights being met.</p> <p>Equalities Act Part 1:</p>	<p>What can we tell about a person by looking at a picture?</p> <p>How can stereotypes be harmful?</p> <p>Key Vocabulary: Discrimination and Equality. Refer to differences in: -family, (single parent, adoptive, fostered, blended families, extended families, class, wealth) - cultural, Introduce children to Equalities Act PART 1:</p>	<p>To understand that differences and similarities between people arise from a number of factors, including family (single parent, adoptive,, fostered, blended family, extended), cultural, ethnic, racial and religious diversity, age, sex (female/male),disability (see 'protected characteristics' in the Equality Act 2010).</p> <p>To recognise and challenge stereotypes.</p>	

				<ul style="list-style-type: none"> <li>-ethnic, cultural</li> <li>-racial and religious diversity,</li> <li>-age,</li> <li>- sex (male and female)</li> <li>-disability</li> </ul>		
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**Year 5**

STRAND	MODULE	REVISIT	OBJECTIVES	BIG QUESTIONS	LEARNING OUTCOMES (Statutory Links)	RESOURCES
Relationship with Allah and his Messenger PBUH: Power Of Duaa (relying and calling upon Allah for help)	BE YOURS ELF	Revisit: Share things about myself that I am proud of.	1. You are Unique  I can explain why everyone is unique and understand why this should be celebrated and respected.			
<b>RELATIONSHIPS EDUCATION</b>				Is it OK to think and feel differently from other people?  What does 'being an individual' mean, and why is this a good thing?	To reflect on and celebrate their achievements, identify their strengths, areas for improvement and set high aspirations and goals.  To recognise that they may experience conflicting emotions and when they might need to listen to or overcome these	

		<p>Revisit: Describe how different emotions feel.</p>	<p>2. Let It Out!</p> <p>I can explain why I should share my own thoughts and feelings and I know how to do this.</p>	<p>Why is it important to share our thoughts and feelings with those around us?</p> <p>How can we communicate our thoughts and feelings to others?</p>	<p>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p> <p>To learn to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement.</p>	<ul style="list-style-type: none"> <li>• White board - one per pair</li> <li>• White board pens - one per pair</li> </ul>
		<p>Revisit: Discuss importance of sharing our thoughts and feelings.</p>	<p>3. Uncomfortable Feelings</p> <p>I can explore uncomfortable feelings and understand how to manage them.</p>	<p>What are some of the uncomfortable feelings that people can feel?</p> <p>What can we do to manage them?</p>	<p>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure</p>	<ul style="list-style-type: none"> <li>• White board - one per pair</li> <li>• White board pens - one per pair</li> </ul>



					<p>to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.</p> <p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</p>	
		<p>Revisit: Share ways to be assertive.</p>	<p>4. The Confidence</p> <p>I can understand why we sometimes feel shy or nervous and know how to manage these feelings.</p>	<p>What situations might make us feel nervous or shy?</p> <p>How can we feel and act more confident in these situations?</p>	<p>To approach challenges positively by collecting information, looking for help, making responsible choices and taking action.</p> <p>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p>	
		<p>Revisit: List helpful and harmful messages given by the media.</p>	<p>5. Do the Right Thing</p> <p>I can identify when I might have to make different choices from those around me.</p>	<p>How can we know what to do in a tricky situation?</p> <p>How can we do the right thing even if others do not?</p>	<p>To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.</p> <p>To recognise when they need help and to develop the skills to</p>	

					ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong. To learn to recognise ways in which a (friendship/family)relationships can be unhealthy and whom to talk to if they need support.	
		Revisit: Discuss the concept of forgiveness.	6. Making Amends  I can explore how it feels to make a mistake and describe how I can make amends.	How might we feel if we have made a mistake or done something wrong?  What can we do about it?	To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.	
	GROWING UP (Puberty part 1)	Revisit: What are some of the physical changes we experience as we get older?	1. Puberty and Me Individual Puberty Survey (L1: taught separately)  I can ask and answer questions relating to my own experiences/knowledge of puberty.	What is puberty and what age does it happen?  What physical and emotional changes do you think happen during puberty?	To learn how their body will, and emotions may, change as they approach and move through puberty.	

	Revisit: Can you name different parts of the human body?	2. Changes in Boys (L2 :taught separately)	I can describe how boys' bodies will change as they go through puberty	What changes happen to boys' bodies as they grow up?  Why do these changes happen? (hormonal changes)	To learn how their body will, and emotions may, change as they approach and move through puberty.	
		2. Changes in Girls (L2 :taught separately)	I can describe how girls' bodies will change as they go through puberty	What changes happen to girls' bodies as they grow up?  Why do these changes happen? (hormonal changes)  Include practice of FGM is a criminal offence in the UK. It has no health benefits for girls and women despite some cultures believing so)	To know how their body will, and their emotions may, change as they approach and move through puberty. To know about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.	
	Revisit: What is personal hygiene?	3. My Body, My Tahara (cleanliness).		How can we look after our changing bodies during puberty? (sweating, showers, hair growth, nail clipping, wudu)	To learn how their body will, and emotions may, change as they approach and move through puberty	

			I know the importance of personal hygiene during puberty.	How does hygiene promote good health?  Why is personal hygiene important in Islam?	To know about taking care of their body and to know that bacteria and viruses can affect health and that following simple routines can reduce their spread.	
		Revisit: Brainstorm some of the daily emotions you experience.	4. Changing Emotions  I can describe the feelings that some people experience as they grow up.  (Excluding crushes and feelings towards the other gender)	How might our thoughts and feelings change during puberty?  How can we deal with difficult feelings and moods?	To know how their body will, and their emotions may, change as they approach and move through puberty.  To recognise and challenge stereotypes.	
		Revisit: List some of the aspects of your character that make you proud of yourself.	5. Just the Way You Are  I recognise that many things affect the way we feel about ourselves and I understand that there is no such thing as an ideal kind of body.	Is there an ideal kind of body?  What information can affect how we think and feel about ourselves and our bodies?	To recognise and challenge stereotypes.  To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.	
		Revisit: What are some of the characteristics of a Muslim?	6. My Hayaa (Modesty)  I can recognise the importance of building both inner and outer hayaa.	What is hayaa?  How can we reflect/build hayaa into our behavior, speech and appearance?	To learn what positively and negatively affects their physical, mental and emotional health.  To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.	

					To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom	
TEAM	Revisit: Share their examples and experiences of working in a team.	1. Together Everyone Achieves More  I can talk about the attributes of a good team.	Can we think of any teams that we admire?  What are the attributes that make a good team?		To know that their actions affect themselves and others. To work collaboratively towards shared goals.	
	Revisit: Discuss how changes in routine make them feel.	2. Communicate  I can accept that people have different opinions and know that I can politely disagree with others and offer my own opinion.	How can we make our views heard without falling out with others?  How can we respond respectfully to other people's feelings and opinions?		To know that their actions affect themselves and others. To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view. To recognise and respond appropriately to a wider range of feelings in others.	
	Revisit: List attributes	3. Collaborate  I can work collaboratively to complete a task.	What does collaborate mean?  When have we worked		To know that their actions affect themselves and others. To work collaboratively towards shared goals.	

		of a good team.		collaboratively?		
		Revisit: Share strategies to resolve disputes.	4. Compromise  I can compromise to ensure a task is completed	What is compromise?  How can compromising help to resolve difficult situations?	To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.  To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.  To learn how to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.	
		Revisit: How do we respond considerately to others?	5. Care  I can reflect on the need to care for individuals within a team	How can we be sensitive to the feelings of others?  How can we make other people feel valued?	To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view.  To develop strategies to resolve disputes and conflict through	

					<p>negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</p> <p>To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement.</p>	
		Revisit: Define the term responsibility.	<p>6. Shared Responsibilities</p> <p>I can understand the importance of shared responsibilities in helping a team to function successfully.</p>	<p>Why are responsibilities important in a team?</p> <p>What are the most important responsibilities for our team?</p>	<p>To know why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>To learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.</p>	
<b>HEALTH AND WELLBEING</b>	AIMING HIGH	Revisit: Define the term 'goals'	<p>1. You Can Achieve Anything!</p> <p>I can understand how people learn new things and achieve certain goals.</p>	<p>What have we learnt and achieved since we started school?</p> <p>What skills and attributes have we used to make this happen?</p>	<p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>To face new challenges positively by collecting information, looking</p>	<ul style="list-style-type: none"> <li>• Highlighters or coloured pencils</li> </ul>

					for help, making responsible choices and taking action.	
		<p>Revisit: Identify personal goals.</p>	<p>2. Breaking Down Barriers</p> <p>I can understand that a positive attitude towards learning can help us succeed in life.</p>	<p>How do successful learners overcome challenges?</p> <p>How do positive learning strategies help us?</p>	<p>To face new challenges positively by collecting information, looking for help, making responsible choices and taking action.</p> <p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p>	
		<p>Revisit: Describe what a positive attitude to learning looks like.</p>	<p>3. Future Focus</p> <p>I can identify opportunities that may become available to me in the future and I am aware how to make the most of them.</p>	<p>What kind of opportunities are available as we grow up?</p> <p>How can we make the most of these opportunities</p>	<p>To learn about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future.</p> <p>To face new challenges positively by collecting information, looking for help, making responsible choices and taking action.</p>	<ul style="list-style-type: none"> <li>• Sticky notes</li> <li>• Paper</li> <li>• Coloured pens</li> </ul>
		<p>Revisit: Identify skills and attributes needed to do certain jobs.</p>	<p>4. Equal Opportunities</p> <p>I can understand that gender does not determine what jobs people can do.</p>	<p>Can some jobs only be done by certain kinds of people?</p> <p>Are some jobs for men and some for women?</p>	<p>To learn about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future.</p> <p>To recognise and challenge stereotypes.</p>	<ul style="list-style-type: none"> <li>• Paper</li> </ul>



		Revisit: Discuss what makes for effective teamwork .	5. Innovation and Enterprise  I can understand why it is important to develop certain skills to prepare for the world of work.	What skills might we need in the world of work?  What is enterprise and why is it important?	To understand what is meant by enterprise and begin to develop enterprise skills. To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action. To work collaboratively towards shared goals.	
		Revisit: Identify a job that they may want to do when they grow up and the skills needed in this job.	6. Onwards and Upwards  I can discuss my goals for the future and the steps I need to take to achieve them.	What would we like to achieve in the next year? Five years? Ten years?  What steps can we take to help us achieve our goals?	To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. To face new challenges positively by collecting information, looking for help, making responsible choices and taking action.	<ul style="list-style-type: none"> <li>• Sticky notes</li> </ul>
<b>LIVING IN THE WIDER WORLD</b>	BRITAIN	Revisit: Describe what it is like to live in Britain.	1. Identities  I can talk about the range of faiths and ethnicities in Britain and identify ways of showing respect.	What kind of people live in Britain?  How can we show respect for people whose faith or ethnicity is different to ours?	To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. To understand that there are basic human rights shared by all peoples and all societies.	<ul style="list-style-type: none"> <li>• Large piece of paper – displayed at the front of the teaching area</li> <li>• Paper</li> </ul>

						<ul style="list-style-type: none"> <li>• Coloured pens</li> <li>• Sticky notes</li> </ul>
		<p>Revisit: I can talk about what democracy is and understand why it is important.</p>	<p>2. Communities</p> <p>I can explain what a community is and what it means to belong to one.</p>	<p>What is a community and who makes it what it is?</p> <p>How can we contribute to our community?</p>	<p>To understand what being part of a community means.</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. To learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.</p>	
		<p>Revisit Give examples of rules and laws and identify how they help us.</p>	<p>3. Respecting the Law</p> <p>I can explain why and how laws are made and identify what might happen if laws are broken.</p>	<p>How does the law help us?</p> <p>What could happen if laws are broken?</p>	<p>To understand why and how rules and laws that protect themselves and others are made and enforced.</p> <p>To realise the consequences of anti-social, aggressive and harmful behaviours, such as bullying and discrimination of individuals and communities. To learn what democracy is, and about the basic institutions that support it locally and nationally.</p>	
		<p>Revisit: Identify the</p>	<p>4. Local Government</p>	<p>What is 'local government' and what does it do?</p>	<p>To understand what democracy is and about the basic institutions</p>	

		different rights of British people.	I can discuss the terms democracy and human rights in relation to local government	How does local government work?	that support it locally and nationally. To understand that there are basic human rights shared by all peoples and all societies.	
		Revisit: Why is having a diverse society important ?	5. National Government  I can discuss the terms democracy and human rights in relation to national government.	What is 'national government' and what does it do?  How does national government work?	To understand what democracy is and about the basic institutions that support it locally and nationally. To understand that there are basic human rights shared by all peoples and all societies	<ul style="list-style-type: none"> <li>• Plain paper and coloured pens</li> <li>• Construction sets of some type</li> </ul>
		Revisit: Children share what being British means to them.	6. Making a Difference  I can investigate what charities and voluntary groups do and how they support the community.	What are charities and voluntary groups?  What do they do?	To understand what being part of a community means and about the varied institutions that support communities locally and nationally. To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing. To think about the lives of people living in other places, and people with different values and customs.	<ul style="list-style-type: none"> <li>• Sticky notes</li> <li>• Large piece of paper displayed at the front of the class</li> <li>• Tablets/PCs/Laptops</li> </ul>
	MONEY MATTERS	Revisit: Explain why	1. Look After It!  I can explain some financial risks we might encounter	What are financial risks?  How do we avoid them?	To learn about the role money plays in their own and others' lives, including how to manage	<ul style="list-style-type: none"> <li>• Coloured pens and pencils</li> </ul>

		people go to work.	and can discuss how we can avoid them.		their money and about how to be a critical consumer. To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.	<ul style="list-style-type: none"> <li>• Dice - one per small group</li> <li>• Counters - 20 per child</li> <li>• Sticky notes</li> </ul>
		Revisit: Explain the different ways people pay for things.	2. Critical Consumers  I understand how retailers try to influence our spending	How do manufacturers and retailers try to influence the way we spend our money?  How can we be 'critical consumers'?	To learn about the role money plays in their own and others' lives, including how to manage their money and about how to be a critical consumer. To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.	<ul style="list-style-type: none"> <li>• Coloured pens and pencils</li> <li>• Sticky notes</li> <li>• Large sugar paper</li> </ul>
		Revisit: How do people borrow money? What are the consequences of borrowing?	3. Value for Money.  I understand what 'value for money' means and can explain how we can tell if things are good value.	What does 'value for money' mean?  How do we know if things are good value for money?	To learn about the role money plays in their own and others' lives, including how to manage their money and about how to be a critical consumer. To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.	<ul style="list-style-type: none"> <li>• Coloured pens and pencils</li> <li>• Small squares of paper (approximately 7cm x 7cm)</li> <li>• Sticky notes</li> </ul>

		<p>Revisit: Explain the difference between things we want and things we need.</p>	<p>4. Budgeting</p> <p>I can explain why we need to budget and how to make one.</p>	<p>Why might we need a budget?</p> <p>How might we make a budget?</p>	<p>To learn about the role money plays in their own and others' lives, including how to manage their money and about how to be a critical consumer.</p> <p>To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.</p>	<ul style="list-style-type: none"> <li>• Coloured pens or pencils</li> <li>• Sticky notes</li> </ul>
		<p>Revisit: How do adverts try to influence our spending?</p>	<p>5. Borrowing and Saving</p> <p>I can explain why people borrow money.</p>	<p>What are the risks and consequences of borrowing money?</p> <p>What is interest?</p>	<p>To learn about the role money plays in their own and others' lives, including how to manage their money and about how to be a critical consumer.</p> <p>To develop an initial understanding of the concepts of 'interest', 'loan', 'debt' and 'tax' (e.g. their contribution to society through the payment of VAT).</p>	<ul style="list-style-type: none"> <li>• Coloured pens or pencils</li> <li>• Mini whiteboards and pens.</li> </ul>
		<p>Revisit: Brainstorm ways I can keep track of what I spend.</p>	<p>6. Money in the Wider World</p> <p>I can explain what tax is and why we need to pay it.</p>	<p>What is tax?</p> <p>What is tax used for?</p>	<p>To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.</p>	<ul style="list-style-type: none"> <li>• Coloured pens or pencils</li> <li>• Sticky notes</li> <li>• Large sugar paper</li> </ul>

		Why is it important to do this?			To develop an initial understanding of the concepts of 'interest', 'loan', 'debt' and 'tax' (e.g. their contribution to society through the payment of VAT).	
<b>Year 6</b>						
<b>STRAND</b>	<b>MODULE</b>	<b>REVISIT</b>	<b>OBJECTIVE</b>	<b>BIG QUESTIONS</b>	<b>LEARNING OUTCOMES (Statutory Links)</b>	<b>RESOURCES</b>
Relationship with Allah and his Messenger: My Muslim Identity						
<b>RELATIONSHIPS EDUCATION</b>	VIP'S	Revisit: Why do we need new friendships? How do we make new friendships?	1. Family and Friends I can explain the importance of respecting my VIPs.	Who are the important people in our lives? Why are they important?  Why is it important to treat them kindly? What can happen if we don't treat your family and friends with respect?	To recognise different types of relationship, including those between acquaintances, friends, relatives and families. To know that their actions affect themselves and others. To learn to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.	
		Revisit: List positive actions needed to	2. Think Before You Act I can identify different ways to calm down when I am feeling angry or upset.	What are the consequences of behaving unkindly to the people around us?  How can we calm down when	To recognise that their actions affect themselves and others. To recognise and respond appropriately to a wider range of feelings in others.	• Colouring pens or pencils

		stay friends.		we are feeling angry or upset with other people?		
		Revisit: Identify their own support network.	3. It's OK to Disagree  I understand that people have different opinions that should be respected.	Do people who care about each other always have to agree?  How can we resolve disagreements without falling out?	To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.  To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary, constructively challenge others' points of view.  To learn to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.	
		Revisit: Share strategies for resolving conflicts.	4. You Decide  I can identify negative influences on my behaviour and suggest ways that I can resist these influences.	When might we feel under pressure to do something that we feel unsure about or don't want to do?  What can we do when this happens?	To know that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.  To recognise when and how to ask for help and use basic techniques for resisting pressure	

					to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.	
		Revisit: Define the term 'bullying'.	5. Secrets  I can explain when it is right to keep a secret, when it is not and who to talk to about this.	When is it OK to keep a secret?  When is this not OK? How can we know when we should break a confidence or tell a secret?	To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'. To recognise ways in which a relationship can be unhealthy and who to talk to if they need support.	
		Revisit: List strategies to help someone being bullied.	6. False Friends  I can recognise healthy and unhealthy relationships.	What are some of the signs of an unhealthy or risky relationship?  When might it be best to end a relationship, and how can we do this?	To be aware of different types of relationship, including those between acquaintances, friends, relatives and families. To recognise ways in which a relationship can be unhealthy and who to talk to if they need support.	• Sticky notes
	GROWING UP	Revisit: What is puberty?	1. Changing Bodies  (L1:Puberty Recap: Needs to be taught separately)  I can describe the changes people's bodies go through during puberty and how we	What are the changes that occur in boys' and girls' bodies during puberty?  How can we look after our changing bodies as we grow?	To know how their body will, and their emotions may, change as they approach and move through puberty.	



			can look after our changing bodies.			
		Revisit: How can we deal with difficult feelings and moods?	2. Emotional Changes  I can describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings	How might our thoughts and feelings change during puberty? How can we deal with difficult feelings and moods?	To learn about the ways in which puberty can affect us emotionally.	
		Revisit: How does your family show you love?	3. Love in Islam  I understand there are many healthy relationships that I can establish in accordance with my faith	What is love in Islam and how do we show it? (Love of family, friends, neighbour, Ummah)  What relationships do you think are permissible and not permissible in Islam? Permissible relationships: (Family, Friends, peers; boy and girl friendships, colleagues)  Not permissible: (Crushes, Boyfriend and girlfriend relationships)	To be aware of different types of relationship, including those between acquaintances, friends, relatives and families. To know that their actions affect themselves and others. To learn to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.	To understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability (see 'protected

					characteristics' in the Equality Act 2010).	
		<p>Revisit: What are some of the differences that exist between people? Refer to Equalities Act part 1- Year 4</p> <ul style="list-style-type: none"> <li>-ethnic.</li> <li>cultural</li> <li>-racial and religious diversity,</li> <li>-age,</li> <li>- sex (male and female)</li> <li>-disability</li> </ul>	<p>4. Different Families</p> <p>I understand that there are many different types of families in society.</p>	<p>What is marriage in Islam?</p> <ul style="list-style-type: none"> <li>-Family unit in Islam is built on the marriage of a man and woman- Adam AS and Hawwa</li> <li>- Marriage is a key celebrated component of a Muslim's identity- reference to hadith- Marriage allows you to complete half your deen. (Safeguarding link- Forcing someone to marry against their will is not allowed in Islam and is a criminal offence in the UK. Legal minimum age of marriage is 18 years old in England)</li> </ul> <p>What other types of families exist in our society?</p> <ul style="list-style-type: none"> <li>- single parent, adoptive, extended, blended families, foster, same sex. (Build on Equalities Act</li> </ul>	<p>To understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability (see 'protected characteristics' in the Equality Act 2010).</p> <p>To learn that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.</p>	

				<p>part 1 from year 4. Introduce Equality Act part 2- <u>marriage and civil partnerships</u>)</p> <p>-- Sometimes family structures change from their original form.</p>		
		<p>Revisit: Define the terms 'discrimination and equality'.</p>	<p>5: Moving On: My Muslim Identity</p> <p>I understand how to maintain my Muslim identity in the wider world.</p>	<p>What does it mean to live in a diverse society?</p> <p>How does your faith influence the choices you will make?</p> <p>How do we as Muslims show respect and tolerance for people who are different to us?</p>	<p>To understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability (see 'protected characteristics' in the Equality Act 2010).</p>	
		<p>Revisit: List some of your biggest achievements during your primary years.</p>	<p>6: Moving On : Looking back and Looking Forward</p> <p>Transition to secondary school</p> <p>I can identify how I feel about changes happening during transition to secondary school.</p> <p>I can develop strategies to cope with my transition to secondary school.</p>	<p>Pupil Survey</p> <p>What are the differences between primary and secondary school?</p> <p>How might it feel to move to secondary school?</p> <p>What are some of the strategies we can use to manage change?</p>	<p>To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement.</p> <p>To deepen their understanding of good and not-so-good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p>	
Year 6: Block of Transition To Secondary School Lessons						

<b>HEALTH AND WELLBEING</b>	SAFETY FIRST	Revisit: Share some of the choices they make to stay safe and healthy.	1. You Are Responsible  I can take responsibility for my own safety	What does it mean to take responsibility for our own safety?  How can we do this?	To recognise how their increasing independence brings increased responsibility to keep themselves and others safe. To differentiate between the terms, 'risk', 'danger' and 'hazard'.	<ul style="list-style-type: none"> <li>• Paper and pens or whiteboards and whiteboard pens</li> </ul>
		Revisit: Define the terms 'risk', 'danger' and 'hazard'.	2. What Are the Risks  I can assess and manage risks in different situations.	How can we decide if a situation is risky or dangerous?  What can we do if we feel we are in a risky situation?	To differentiate between the terms, 'risk', 'danger' and 'hazard'. To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience. To recognise how their increasing independence brings increased responsibility to keep themselves and others safe. To identify strategies for keeping physically and emotionally safe.	<ul style="list-style-type: none"> <li>• Sticky notes</li> <li>• Split pins</li> </ul>
		Revisit: Define the term 'peer pressure'.	3. Making Your Mind Up  I can confidently identify and manage pressure to get involved in risky situations.	Will doing something risky or dangerous make others like or admire us?	To understand how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources,	

				<p>What can we do when we are under pressure to do something that makes us feel uncomfortable?</p>	<p>including people they know and the media. To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience. To recognise and manage 'dares'.</p>	
		<p>Revisit: How do we stay safe on and near the roads?</p>	<p>4. In an Emergency</p> <p>I can act sensibly and responsibly in an emergency.</p>	<p>How do we know if there is an emergency?</p> <p>What should we do in an emergency?</p>	<p>To learn about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe. To learn about school health and safety rules, basic emergency aid procedures, where and how to get help. To identify strategies for keeping physically and emotionally safe.</p>	<ul style="list-style-type: none"> <li>• Sticky notes</li> </ul>
		<p>Revisit: How do dangerous substances affect the human body?</p>	<p>5. Keep it Safe</p> <p>I can understand how to use mobile devices and the Internet safely and responsibly.</p>	<p>How can we safely use mobile phones and other devices and stay safe when using the Internet?</p> <p>What kind of thing must we never share and why?</p>	<p>To know about the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, the use of passcode, turning it off at night, etc.) To know and use strategies for keeping safe online; the importance of protecting</p>	<ul style="list-style-type: none"> <li>• Sticky notes</li> </ul>

					<p>personal information, including passwords, addresses and the distribution of images of themselves and others.</p> <p>To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy.</p> <p>To learn how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request.</p>	
		<p>Revisit: Share how they keep themselves safe on the internet.</p>	<p>6. Click Safe, Click Happy</p> <p>I can understand that everyone has the right to feel safe and happy when using mobile phones and the Internet.</p>	<p>What can we do if we see something online or are shown something that makes us feel worried, upset or confused?</p> <p>How can we be kind and respectful online?</p>	<p>To recognise bullying and abuse in all its forms (including prejudice based bullying both in person, online and through social media)</p> <p>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.</p>	<ul style="list-style-type: none"> <li>• Sticky notes</li> </ul>

					<p>To know and use strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.</p> <p>To learn how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request. To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward. .</p>	
	THINK POSITIV E	Revisit: Explain how positive attitudes help our mental health.	<p>1. The Cognitive Triangle</p> <p>I understand the link between thoughts, feelings and behaviours.</p>	<p>What are thoughts, feelings and behaviours?</p> <p>How do thoughts, feelings and behaviours influence each other?</p>	<p>To deepen their understanding of good and not-so-good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>To consider what positively and negatively affects their physical, mental and emotional health.</p>	<ul style="list-style-type: none"> <li>• Whiteboards and pens</li> </ul>

		<p>Revisit: Share strategies to manage negative thoughts.</p>	<p>2. Thoughts Are Not Facts</p> <p>I understand the concept and impact of positive thinking</p>	<p>How do helpful and unhelpful thoughts affect the way we feel and act?</p> <p>What should we do about unhelpful thoughts? How can we encourage helpful thoughts?</p>	<p>To deepen their understanding of good and not-so-good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>To consider what positively and negatively affects their physical, mental and emotional health.</p>	<ul style="list-style-type: none"> <li>• Strips of paper</li> <li>• Jar, box, envelope or other container for the Positive Affirmations</li> </ul>
		<p>Revisit: Share some things we can do to help us cope with change.</p>	<p>3. Facing Your Feelings</p> <p>I can recognise and manage uncomfortable feelings</p>	<p>How do uncomfortable feelings affect our thoughts and actions?</p> <p>What can we do to manage uncomfortable feelings?</p>	<p>To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p> <p>To consider what positively and negatively affects their physical, mental and emotional health.</p>	
		<p>Revisit: Share mindfulness techniques for keeping calm.</p>	<p>4. Choices and Consequences ‘</p> <p>I understand the importance of making good choices.</p>	<p>What sorts of decisions and choices do we have to make in life?</p> <p>How can making good choices make us happy?</p>	<p>To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p> <p>To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a ‘balanced lifestyle’.</p> <p>To learn that their actions affect themselves and others.</p>	<ul style="list-style-type: none"> <li>• Scrap paper or rough books for notes</li> </ul>



		Revisit: Brainstorm strategies to manage uncomfortable emotions.	5. Being Present  I can use mindfulness techniques in my everyday life	What is mindfulness and how do we encourage positive thoughts and feelings?  How can we be mindful in our everyday lives?	To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these. To consider what positively and negatively affects their physical, mental and emotional health.	<ul style="list-style-type: none"> <li>• Wind chimes, a small bell, small cymbals, or a glockenspiel</li> <li>• Mindfulness colouring Sheets if required.</li> </ul>
		Revisit: Share ways to apply a positive attitude towards new challenges.	6. Yes, I Can!  I can apply a growth mindset in my everyday life.	How can our thoughts and feelings help us have a positive attitude to learning?  What strategies can we use to overcome difficulties and challenges?	To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action. To consider what positively and negatively affects their physical, mental and emotional health.	<ul style="list-style-type: none"> <li>• Dictionaries – one between two children</li> </ul>
<b>LIVING IN THE WIDER WORLD</b>	RESPECTING RIGHTS	Revisit: Define the term 'right/s'	1. Know Your Rights  I can explain what the Universal Declaration of Human Rights is and	What are rights and what rights do people share?  What special rights do children have?	To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights	

			understand that children have their own rights.		of the Child. To know that these universal rights are there to protect everyone and have primacy both over national law and family and community practice.	
		Revisit: What rights do all people share? What is the Universal Declaration of Human Rights?	2. Do Human Rights Apply to Everyone?  I understand that human rights apply to everyone, no matter where they are from or what their culture is and family traditions are.	Is it acceptable to do things against human rights laws if it is traditional or part of a culture?  Why might someone do something that could harm or be against the human rights of a family member they care about?	To know that these universal rights are there to protect everyone and have primacy over national law and family and community practice. To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM). To understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability (see 'protected characteristics' in the Equality Act 2010).	• A large piece of paper and set of coloured pens – one per group
		Revisit: What is democracy?	3. Are Everyone's Rights Met  I can identify why people's rights are sometimes not	Why are people's human rights sometimes not met in places across the world?	3. Are Everyone's Rights Met? To know that these universal rights are there to protect everyone and have primacy both	

			met in the UK and in places across the world.	Why are people's human rights sometimes not met here in the UK?	<p>over national law and community practice.</p> <p>To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM).</p> <p>To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.</p> <p>To know that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves.</p> <p>To understand that forcing anyone to marry is a crime and that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others. To know that there are some cultural practices which are against British law and</p>	
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					universal human rights, such as female genital mutilation (FGM). To consider the lives of people living in other places, and people with different values and customs.	
		Revisit: Share the responsibilities they hold within the school community.	4. Are You Rights-Respecting?  I can explain how I can respect other people's rights and I understand why this is important.	What do we need to do to respect the human rights of others?  What are the consequences of not respecting these rights?	To learn why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.  To realise the consequences of anti-social, aggressive and harmful behaviours, such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.  To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyberbullying, use of prejudice-based language, 'trolling', how to respond and ask for help).	

		<p>Revisit: How do we respect the rights of others and why is this important ?</p>	<p>5. Do Human Rights Change?</p> <p>I can identify how and why ideas about human rights have changed.</p>	<p>What are some of the ways that ideas about human rights have changed?</p> <p>How have those changes happened?</p>	<p>To understand why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>To realise the consequences of anti-social and aggressive behaviours, such as bullying and discrimination of individuals and communities.</p>	
		<p>Revisit: Explain what stereotypes are.</p>	<p>6. Human Rights Heroes</p> <p>I can explain the role and importance of human rights activists.</p>	<p>What is a 'human rights activist' and what do they do?</p> <p>How have these people made the world a better place for everyone?</p>	<p>To know why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>To realise the consequences of anti-social, aggressive and harmful behaviours, such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.</p> <p>To research, discuss and debate topical issues, problems and events that are of concern to</p>	<ul style="list-style-type: none"> <li>• Computers, laptops and tablets for Internet research</li> </ul>

					<p>them and offer their recommendations to appropriate people.</p> <p>To learn about the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</p>	
ONE WORLD	<p>Revisit: Discuss ways in which people's lives are similar and different.</p>	<p>1. Global Citizens</p> <p>I can talk about and understand how we can be responsible global citizens.</p>	<p>What does it mean to be a global citizen?</p> <p>How can we be responsible global citizens?</p>	<p>To know that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.</p> <p>To understand that there are basic human rights shared by all people and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</p>	<ul style="list-style-type: none"> <li>• Sticky notes</li> <li>• Scissors</li> <li>• Glue</li> <li>• Large pieces of paper</li> <li>• Coloured pens</li> <li>• A4 plain paper</li> </ul>	
	<p>Revisit: Share some of the daily habits they have adopted to safeguard</p>	<p>2. Global Warming</p> <p>I can describe what global warming is and what we can do to help prevent it from getting worse.</p>	<p>What is global warming and why is it happening?</p> <p>What are the effects of global warming and how can we prevent them from becoming worse?</p>	<p>To know that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.</p> <p>To recognise that resources can be allocated in different ways and</p>		

		the planet.			that these economic choices affect individuals, communities and the sustainability of the environment across the world.	
		Revisit: Define the term 'Global warming'.	<p>3. Energy</p> <p>I can explain how our energy use can harm the environment and describe what we can do to help.</p>	<p>How does energy we use contribute to global warming?</p> <p>What can we do to help?</p>	<p>To know that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.</p> <p>To recognise that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.</p>	
		Revisit: Discuss how the lives of people in other parts of the world are different to mine.	<p>4. Water</p> <p>I can describe how we can use water responsibly and understand the importance of doing this.</p>	<p>Why is it important not to waste water?</p> <p>How can we use water responsibly?</p>	<p>To know that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.</p> <p>To recognise that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.</p>	<ul style="list-style-type: none"> <li>• Paper or whiteboards and pens</li> </ul>

		<p>Revisit: What is climate change? How does it affect people's lives?</p>	<p>5. Biodiversity</p> <p>I can understand what biodiversity is and explain the importance of doing all we can to encourage it.</p>	<p>What is biodiversity and why is it important?</p> <p>What can we do to encourage biodiversity?</p>	<p>To know that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.</p> <p>To recognise that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.</p>	
		<p>Revisit: What does it mean to be a citizen? What citizenship do you hold? What is dual citizenship?</p>	<p>6. In Our Hands</p> <p>I can make choices which make the world a better place and that help people across the world.</p>	<p>How can choices we make have an impact on people across the world?</p> <p>What is our plan for making the world a better place?</p>	<p>To know that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.</p> <p>To recognise that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.</p>	