

# Long Term Plan

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p><b>SPIRITUAL</b></p> <ul style="list-style-type: none"> <li>▪ Pupils are encouraged to be reflective during collective worship and in R.E, PSHE lessons</li> <li>▪ The school follows the IOW Agreed syllabus for R.E, which is supported by other curriculum areas such as art, science and geography and through visits to the local cemetery.</li> <li>▪ The school has a supportive ethos where pupils can be individuals, develop respect and be respected.</li> <li>▪ Pupils lead celebration assemblies and share achievements using music, images, drama and reflect on their and other pupil's, successes.</li> <li>▪ Experiences that inspire awe and wonder</li> <li>▪ Creative and imaginative responses to art and music</li> <li>▪ Celebrating talents to develop a sense of self</li> <li>▪ Root spirituality in everyday experiences but develop an appreciation and curiosity of the mysterious</li> <li>▪ Develop a sense of values</li> </ul>	<p><b>MORAL</b></p> <ul style="list-style-type: none"> <li>▪ Policies and curriculum planning provide opportunities for children to explore questions of right and wrong and explore moral codes in their own and others' cultures.</li> <li>▪ Pupils regularly raise funds for related charities and understand what is happening in other parts of the world</li> <li>▪ Pupils feel comfortable to express their views and usually show good sportsmanship.</li> <li>▪ Pupils participate in class council discussions and contribute to school improvement</li> <li>▪ SEAL and behaviour management systems that promote fairness and morality based on intrinsic motivation</li> <li>▪ School rules, rewards and sanctions clearly defined and understood</li> <li>▪ Staff and older children act as role models during everyday life</li> <li>▪ Teaching the difference between right and wrong</li> <li>▪ Discussion of outcomes and consequences of actions</li> <li>▪ Staff help pupils develop a 'good moral compass' and reward good behaviour and attitudes</li> </ul>	<p><b>SOCIAL</b></p> <ul style="list-style-type: none"> <li>▪ New pupils adjust well to the school and are firmly accepted by their classmates</li> <li>▪ A critical skills approach to learning means that children are happy to collaborate with a range of pupils from other classes and year groups as well as their own.</li> <li>▪ A range of afterschool clubs are offered and are usually oversubscribed.</li> <li>▪ Residential trips are offered across the school.</li> <li>▪ Pupils join with other pupils from local schools to participate in sports contests and collaborate in teams to compete against other clusters of schools</li> <li>▪ Young leaders Programme in sport for Y5&amp;6 develops a sense of responsibility</li> </ul>	<p><b>CULTURAL</b></p> <ul style="list-style-type: none"> <li>• Help pupils appreciate their own cultures and traditions and those of others</li> <li>▪ Pupils enjoy participating in a range of cultural experiences and are keen to develop their knowledge of others' way of life, however more could be done to challenge pre-conceived stereotypes and develop children's knowledge of other places in the UK</li> <li>▪ Children participate in a range of drama; music and art activities linked to different cultures and reflect on their significance.</li> <li>▪ Through the curriculum and collective worship children learn about the traditions, challenges and experiences of people in less economically developed countries and show empathy and understanding.</li> <li>▪ Themed meal days allow children to experience tastes linked to other parts of the world</li> </ul>		

Citizenship Fundamental British Values (PREVENT)	<p>Core School Values – Year 1 – <i>Perseverance, Responsibility, Respect, Co-operation, Tolerance, Positivity, Honesty and Trust, Friendship and Thoughtfulness.</i></p> <p>Core School Values – Year 2 Welcome board.</p> <p>Provide a safe environment for debating controversial issues. Help pupils to understand how they can <b>influence and participate in decision-making.</b></p> <p>Counteracting identified characteristics of those at risk of being radicalised:  <i>Substance and alcohol misuse (Drug Education and DARE (Yr 6))</i>  <i>Peer Pressure</i>  <i>Bullying (PSHE, Values Curriculum, Anti-bullying week, E-Safety</i>  <i>Domestic Violence (Relationship Education, The GREAT Project (Yrs 5&amp;6)</i>  <i>Lack of Self-esteem or Identity ( Relationships within school, Celebration and rewards, referral to Think Children)</i>  <i>Grievances (Conflict Resolutions)</i>  <i>Crime and Anti-social Behaviour (Assemblies, Police talks (gun, knife and gang crime) police and fire department visits, EPIC partnership (Full Effect Project)</i>  <i>Race / Hate Crimes (RE curriculum, Values, behaviour policy)</i></p>					
	<ul style="list-style-type: none"> <li>• Belonging – setting up the classrooms.</li> <li>• Class rules and charter</li> <li>• Whole school portraits</li> <li>• Identifying different groups in their class (Cultural)</li> <li>• Black History Week</li> <li>• RE</li> </ul>	<ul style="list-style-type: none"> <li>• Belonging – setting up the classrooms.</li> <li>• Class rules and charter</li> <li>• Whole school portraits</li> <li>• Identifying different cultures in the class (world map) (Cultural)</li> <li>• Black History Week</li> <li>• RE</li> </ul>	<ul style="list-style-type: none"> <li>• Belonging – setting up the classrooms.</li> <li>• Class rules and charter</li> <li>• Whole school portraits</li> <li>• Identifying different cultures in the school (world map) (Cultural)</li> <li>• Black History Week</li> <li>• RE</li> </ul>	<ul style="list-style-type: none"> <li>• Belonging – setting up the classrooms.</li> <li>• Class rules and charter</li> <li>• Whole school portraits</li> <li>• Identifying different cultures in their class and in the school (world map) (Cultural)</li> <li>• Black History Week</li> <li>• RE</li> </ul>	<ul style="list-style-type: none"> <li>• Belonging – setting up the classrooms.</li> <li>• Class rules and charter</li> <li>• Whole school portraits</li> <li>• Identifying different cultures in their class and in the school (world map) (Cultural)</li> <li>• Black History Week</li> <li>• RE</li> </ul>	<ul style="list-style-type: none"> <li>• Belonging – setting up the classrooms.</li> <li>• Class rules and charter</li> <li>• Whole school portraits</li> <li>• Identifying different cultures in their class and within St Ann’s (world map) (Cultural)</li> <li>• Black History Week</li> <li>• RE</li> </ul>
	<ul style="list-style-type: none"> <li>• I know how to support friends to get help or how to get help for them).</li> <li>• I can express a simple agreement and disagreement</li> <li>• I can ask opinion, Questions</li> </ul>	<ul style="list-style-type: none"> <li>• I know how to support friends to get help or how to get help for them).</li> <li>• I know that people and other living things have needs and recognise my own</li> </ul>	<ul style="list-style-type: none"> <li>• I can participate in making and changing rules (Democracy)</li> <li>• I know why different rules are needed in different situations (Rule of Law)</li> <li>• I know that choices we make can impact on individual, the</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify fact from opinion (PREVENT).</li> <li>• I can recognise aggressive and anti-social behaviours and their effects on individuals and communities (Individual Liberty)</li> <li>• I understand that there is great diversity</li> </ul>	<ul style="list-style-type: none"> <li>• I can recognise when our peers are generally vulnerable (PREVENT)</li> <li>• I understand influence, persuasion, manipulation and the emotional power of charisma (especially being able to understand the difference between a</li> </ul>	<ul style="list-style-type: none"> <li>• I understand the difference between ‘charismatic’ and ‘knowledgeable’, including the knowledge that the number of people who are convinced something is true is often unrelated to it actually being true; and the linked concept of ‘group think’(PREVENT).</li> <li>• Debates on the impacts of</li> </ul>

	<ul style="list-style-type: none"> <li>I know the story of the Gun Powder Plot (Democracy)</li> <li>I can name different people who help us. (Rule of Law)</li> </ul> <p>Democracy Individual Liberty <b>Science link - Ourselves</b></p>	<p>responsibility to meet those needs (Science – Living Things, Mutual Respect)</p> <ul style="list-style-type: none"> <li>I can contribute to the life of the class and the school (Mutual Respect)</li> <li>I know that I belong to different groups and communities (Individual Liberty)i.e. school, family</li> <li>I know some ways to look after my environment (Science – Materials (recycling), Mutual Respect)</li> <li>I can take part in discussions / simple debate with others about topical issues (Democracy)</li> <li>I understand the Gun Powder Plot and know what and where the Houses of Parliament are. (Democracy)</li> <li>I know how to call for the emergency services.</li> <li>I know what their jobs are. (Rule of Law)</li> </ul>	<p>local and global communities (Individual Liberty)</p> <ul style="list-style-type: none"> <li>I know where to find impartial advice to inform my decision making (E-Safety link, Childline, Democracy)</li> <li>What are the Houses of Parliament?</li> <li>What happens in the Houses of Parliament?</li> <li>Who is the local MP?</li> <li>Who is the current Prime Minister? (Democracy)</li> </ul>	<p>locally and across the world which affects peoples' choices (Democracy, Individual Liberty, Mutual Respect)</p> <ul style="list-style-type: none"> <li>I understand that everyone has human rights and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. (Rule of Law)</li> <li>I know about Fair Trade and what it mean. (Rainforests) (Mutual Respect)</li> <li>What is the House of Lords?</li> <li>What happens in the House of Lords?</li> <li>What are the names of the different political parties?</li> <li>Who is the local MP? Which party do they represent?</li> <li>Who is the current Prime Minister? (History - Crime and Punishment)</li> </ul>	<p>persuasive argument and a rational argument (PREVENT))</p> <ul style="list-style-type: none"> <li>Debates about trade-off between security and privacy (PREVENT).</li> <li>I know how to access local and national support groups (Individual Liberty)</li> <li>I know that circumstances in other countries and cultures may be different from our own (Mutual Respect)</li> <li>I understand that universal rights are there to protect everyone and have primacy both over national law and family and community practices (Linked to FBV –Rule of Law)</li> <li>I can recognise and challenge stereotypes (Individual Liberty)</li> <li>I know where to find impartial advice to inform my decision making (E-Safety link, Childline, Individual Liberty)</li> <li>I am beginning to understand that 'poverty' might have different meanings to different people in different circumstances (Mutual Respect)</li> <li>Explore the different types of Government around the world? How do they differ from our Government?</li> <li>Who is the local MP? Which party do they represent? How are they</li> </ul>	<p>terrorist acts on ways of life and on communities (PREVENT).</p> <ul style="list-style-type: none"> <li>I realise the consequences of anti-social and aggressive behaviours, such as bullying, cyber-bullying and racism on individuals and communities (links to Anti-bullying week, Black History week, E-Safety, Individual Liberty))</li> <li>I know that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability (Linked to RE and Mutual Respect)</li> <li>I can describe some of the different beliefs and values in society and demonstrate respect and tolerance towards people who are different from myself (FBV, Mutual Respect)</li> <li>I know that there are some cultural practices which are against British law and universal human rights (Safeguarding education and FBV, Rule of Law)</li> <li>I can demonstrate a sense of social justice and moral responsibility (FBV and Values-based education, Individual Liberty)</li> <li>I know why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules (FBV – Police links, Rule of Law)</li> <li>I am aware of how the media present information and that the media can be</li> </ul>
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					<p>elected? What do they do?</p> <ul style="list-style-type: none"> <li>Who is the current Prime Minister?</li> </ul>	<p>both a positive and negative influence (E-safety link, Individual Liberty)</p> <ul style="list-style-type: none"> <li>I know about the basic institutions that support democracy locally and nationally (FBV, Rule of Law, Democracy)</li> <li>I know how 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 myself (Democracy)</li> <li>(Underpinned by school values)</li> </ul>
Keeping Healthy	<ul style="list-style-type: none"> <li>I know the importance of personal hygiene – regular washing, bathing, showering (Linked to Science)</li> <li>I know what my body needs to stay healthy, including physical activity, rest, healthy eating and oral health (linked to Science)</li> <li>I know different things can affect my feelings.</li> <li>I know who to go to if I am worried</li> </ul> <p><b>Science Link - Ourselves</b></p>	<ul style="list-style-type: none"> <li>I can make simple choices to improve my health and well-being (Linked to Science – Living Things, Individual Liberty)</li> <li>I know that the choices I make can have good and not so good Consequences (Individual Liberty)</li> <li>I know different things can affect my feelings.</li> </ul>	<ul style="list-style-type: none"> <li>I can make simple choices to improve my health and well-being, including healthy eating, physical exercise, oral health and emotional wellbeing (Linked to Science and DT, Individual Liberty)</li> </ul>	<ul style="list-style-type: none"> <li>I can identify some factors that affect emotional health and wellbeing e.g. relationships with family and friends, stress levels, physical activity, diet, self-image, media</li> <li>I can make informed choices about healthy eating and exercising (Linked to PE, Individual Liberty)</li> </ul>	<ul style="list-style-type: none"> <li>I know what makes a healthy lifestyle- the benefits of exercise and healthy eating and the factors that affect mental health, including positive self-image (some links to PE and DT).</li> <li>I know that images in the media do not always reflect reality and can affect how people feel about themselves (Individual Liberty)</li> </ul>	<ul style="list-style-type: none"> <li>I understand that there are a range of influences for example the media that can have an effect on physical and emotional health and wellbeing, e.g. eating disorders, managing finances etc (Linked to Science, Individual Liberty)</li> </ul>
E-Safety	<ul style="list-style-type: none"> <li>E-Safety Team</li> <li>I understand our school's e-safety code of conduct.(Rule of</li> </ul>	E-Safety Team	E-Safety Team	E-Safety Team	E-Safety Team	E-Safety Team
	<ul style="list-style-type: none"> <li>I understand our school's e-safety code of conduct.(Rule of Law)</li> </ul>	<ul style="list-style-type: none"> <li>I understand our school's e-safety code of conduct.(Rule of Law)</li> </ul>	<ul style="list-style-type: none"> <li>I understand our school's e-safety code of conduct.(Rule of Law)</li> </ul>	<ul style="list-style-type: none"> <li>I understand our school's e-safety code of conduct.(Rule of Law)</li> </ul>	<ul style="list-style-type: none"> <li>I understand our school's e-safety code of conduct.(Rule of Law)</li> </ul>	<ul style="list-style-type: none"> <li>I understand our school's e-safety code of conduct.(Rule of Law)</li> <li>I have developed an</li> </ul>

	<p>Law)</p> <ul style="list-style-type: none"> <li>I understand that I can find a range of information from the internet</li> <li>I can navigate age-appropriate websites</li> <li>I know what to do if I find something inappropriate online</li> <li>I know that the internet can be used to communicate with other people</li> <li>I understand that we should respect the work of others which is stored or presented electronically</li> </ul>	<ul style="list-style-type: none"> <li>I can use the internet purposefully to answer specific questions</li> <li>I know that not everything on the internet is true</li> <li>I can demonstrate an understanding of E-safety when communicating online</li> <li>I know who to go to for help and support</li> <li>I can recognise what should and should not be shared online.</li> <li>I know what is meant by personal information.</li> <li>I have a secure understanding of the differences between real life scenarios and those that take place on the computer.</li> </ul>	<ul style="list-style-type: none"> <li>I have developed an awareness of relevant e-safety issues such as cyber bullying. (Cyber bullying)</li> <li>I can use the internet purposefully to answer specific questions.</li> <li>I can understand they the internet contains fact, fiction and opinions and begin to distinguish between them.</li> <li>I know that not everything on the internet is true</li> <li>I know the difference between communicating using email and online in a discussion forum</li> <li>I know how to deal with unpleasant forms of electronic communication (save the message and speak to a trusted adult)</li> <li>I can demonstrate an understanding of E-safety when communicating online</li> </ul>	<ul style="list-style-type: none"> <li>I have developed an awareness of relevant e-safety issues such as cyber bullying, stranger danger (Cyber bullying)</li> <li>I understand my role in keeping myself and my peers safe (reporting) (PREVENT).</li> <li>I can use the internet as a resource to support my work, and begin to understand plagiarism</li> <li>I know that not everything on the internet is true and know what to do if I access something inappropriate</li> <li>I can use a range of online communication tools to exchange information and collaborate with others within and beyond my school e.g. school's learning platform, email, instant messaging, social networking, online gaming, and mobile phones</li> <li>I understand the need to keep some information private in order to protect myself when communicating online, including passwords, addresses and the distribution of images of myself and others</li> <li>I begin to recognise how electronic communications may be used for manipulation or</li> </ul>	<ul style="list-style-type: none"> <li>I have developed an awareness of relevant e-safety issues such as cyber bullying. (Cyber bullying)</li> <li>I understand my role in keeping myself and my peers safe (reporting)</li> <li>I can recognise the need to ask appropriate questions to find answers.</li> <li>I understand that good online research involves processing the information (rather than copying) and interpreting it for others</li> <li>I recognise that not all information on the internet is accurate or unbiased (advertising) and am able to develop strategies for identifying the origin of a website (PREVENT).</li> <li>I recognise issues of copyright and the importance of acknowledging sources</li> <li>I can use online tools to exchange information and collaborate with others within and beyond my school and begin to evaluate their effectiveness</li> <li>I understand the potential risks of providing personal information including the distribution of images of myself and others in an increasing range of online technologies both within and outside school</li> <li>I recognise my own right to be protected from the</li> </ul>	<p>awareness of relevant e-safety issues such as cyber bullying, sexting, grooming, peer pressure, radicalisation. (Cyber bullying)</p> <ul style="list-style-type: none"> <li>I understand my role in keeping myself and my peers safe (reporting)</li> <li>I know what is appropriate to share and am aware of my digital footprint.</li> <li>I recognise that not all information on the internet is accurate or unbiased (advertising) and develop a range of strategies for identifying the origin of a website.</li> <li>I understand that information on the internet can polarise my thinking (PREVENT).</li> <li>I understand the issues of plagiarism, copyright and data protection in relation to my work.</li> <li>I can select appropriate tools to collaborate and communicate confidently and safely with others within and beyond my school.</li> <li>I can exchange and share ideas with a wider audience, and evaluate my use of technology including the use of email, social networking, online gaming, and mobile phones and how I present myself online</li> <li>I understand the potential risks of providing personal information including the distribution of images of myself and others in an increasing range of online technologies both within and outside school</li> </ul>
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				<p>persuasion</p> <ul style="list-style-type: none"> <li>I know to use sensitive and appropriate language when using online communication tools.</li> </ul>	<p>inappropriate use of technology by others and the need to respect the rights of other users.</p> <ul style="list-style-type: none"> <li>I can recognise that everyone on the internet is not who they say they are.</li> <li>I can recognise and act upon unacceptable behaviours online or on electronic devices (PREVENT)..</li> <li>I know what is appropriate to share and am aware of my digital footprint.</li> <li>I know to contribute positively to online blogs, chat sites. forums</li> </ul>	<ul style="list-style-type: none"> <li>I understand the importance of protecting personal information, including passwords, addresses and images and can use appropriate privacy settings.</li> <li>I know that some adults may use the internet to make contact with children.</li> </ul>
Sex Relationship Education	<ul style="list-style-type: none"> <li>I know the differences between boys and girls including agreed names for sexual parts (penis and vagina)</li> <li>I know which parts of my body are private (Individual Liberty)</li> <li>I know how to look after my body (linked to Science)</li> <li>I can name the main parts of the body (linked to Science)</li> <li>I know that there are different types of relationships – family, friends and others</li> </ul>	<ul style="list-style-type: none"> <li>I know which parts of my body are private (Individual Liberty)</li> <li>I know that some people have fixed ideas about what boys and girls can do (stereotyping)</li> <li>I know some vocabulary to describe the private parts of male and female bodies, ie. Penis and vagina</li> <li>I understand that babies become children and then adults (linked to Science)</li> <li>I know that people can do different things according to age and development</li> </ul>	<ul style="list-style-type: none"> <li>I understand that all families are different and have different family members (Mutual Respect)</li> <li>I know that individuals have rights over their own bodies, and that there are differences between good and bad touching (Individual Liberty)</li> </ul>	<ul style="list-style-type: none"> <li>I know I have the right to protect my body from inappropriate and unwanted contact (Individual Liberty)</li> <li>I know some of the ways that my body and emotions will change as I grow into an adult through the process of puberty</li> <li>I know that puberty is linked to reproduction I am aware of different types of relationships including those between friends and families, civil partnerships and marriage (Mutual Respect)</li> </ul>	<ul style="list-style-type: none"> <li>I can explain and manage the ways in which boys and girls grow and develop in puberty physically and emotionally</li> <li>I understand the importance of good hygiene routines as I grow into an adult (Linked to PE)</li> <li>I know that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so</li> <li>I know what makes a healthy relationship and understand that sometimes people make bad choices and abuse the person they are in a relationship with</li> <li>I am aware that differences and similarities between</li> </ul>	<ul style="list-style-type: none"> <li>I recognise risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable (Individual Liberty)</li> <li>I can describe why the body changes during puberty in order to prepare the body for reproduction</li> <li>I know the age at which a person in the UK is able to consent to sexual activity (Rule of Law)</li> <li>I know some facts about human reproduction including conception, pregnancy and birth, and that conception can be prevented</li> <li>I know how to keep my body healthy and clean during puberty and that it occurs at different times for different people</li> <li>I know that female genital</li> </ul>

	<p>(Mutual Respect)</p> <ul style="list-style-type: none"> <li><i>I know that there are good and bad secrets</i></li> </ul> <p><b>Science Link - Ourselves</b></p>	<p>and that people grow from young to old (linked to Science)</p> <ul style="list-style-type: none"> <li><i>I know that other people's families may be similar or different to mine</i></li> <li><i>I know that there are good and bad secrets</i></li> </ul>			<p><i>people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation and disability</i> (Mutual Respect)</p>	<p><i>mutilation is a crime and how to get support if I have fears about myself or others</i> (Rule of Law)</p> <ul style="list-style-type: none"> <li><i>I know that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people I know (peer pressure) and have a range of strategies to resist.</i> (Individual Liberty)</li> <li><i>I realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours and how to respond to them and ask for help</i> (Behaviour policy) <i>I understand that there are different types of adult relationship</i> (Mutual Respect)</li> <li><i>I can explain the qualities of a positive relationship</i></li> <li><i>I have thought about when it is appropriate to share personal information in a relationship</i> (Individual Liberty)</li> <li><i>I understand that abuse in relationships is against the law and know where people can go for help in this situation</i> (Rule of Law)</li> <li><i>I know that civil partnerships and marriage are 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</i> (Mutual Respect)</li> </ul>
Drug Education and Staying	<ul style="list-style-type: none"> <li><i>I know about personal hygiene and how medicines can</i></li> </ul>	<ul style="list-style-type: none"> <li><i>I understand that all drugs can be harmful if not used properly</i></li> </ul>	<ul style="list-style-type: none"> <li><i>I can make judgements and decisions and use basic techniques for</i></li> </ul>	<ul style="list-style-type: none"> <li><i>I can take increasing responsibility for my own choices, behaviour and safety</i></li> </ul>	<ul style="list-style-type: none"> <li><i>I understand the influence of peers in making risky or unsafe choices and feel</i></li> </ul>	<ul style="list-style-type: none"> <li><i>I understand the effects, risks and consequences of drug use on the body and mind, including addiction</i></li> </ul>

<p>Safe</p>	<p>keep us healthy.</p> <ul style="list-style-type: none"> <li>I recognise the need for safety rules – i.e. road, cycles, fire, rail, water, school environment, playground and home (Rule of Law)</li> <li>I know there are people and services who can help us (Individual Liberty)</li> <li>I know who to go to if I need help (Individual Liberty)</li> <li>I understand there are good and not so good secrets (Individual Liberty)</li> </ul>	<ul style="list-style-type: none"> <li>I know simple rules about medicines and other substances used in the home. (Rule of Law)</li> <li>I know who to go to if I need help (Individual Liberty)</li> <li>I use simple skills which will help to maintain my personal safety including staying safe around hazardous or unknown substances alone or with friends</li> </ul>	<p>resisting negative peer pressure (Individual Liberty, PREVENT)</p> <ul style="list-style-type: none"> <li>I can list the commonly available substances and drugs that are legal. (Rule of Law)</li> <li>I understand that drugs and alcohol affect the mind as well as the body and this can affect the body in a variety of ways</li> <li>I can demonstrate basic safety procedures when using medicines (Rule of Law)</li> <li>I understand that it is alright to break a secret in order to keep me safe (Individual Liberty)</li> <li>I know how to keep myself and others safe when using roads</li> <li>I can identify and explain how to manage the risks in different familiar situations.</li> </ul>	<p>and realise that actions have consequences (Individual Liberty)</p> <ul style="list-style-type: none"> <li>I can begin to understand some of the influences on my personal choices in relation to smoking or other substances and the consequences of those choices (Individual Liberty, PREVENT)</li> <li>I have some strategies to cope with peer influence and peer pressure and can apply these to a range of scenarios, including substances (Individual Liberty, PREVENT)</li> </ul>	<p>confident to deal with these influences (Individual Liberty)</p> <ul style="list-style-type: none"> <li>I know which commonly available substances and drugs are legal and illegal, their effects and risks and can identify and use strategies to reduce those risks (Rule of Law)</li> <li>I 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' (Individual Liberty)</li> </ul>	<p>and the effect on young children who are still growing.</p> <ul style="list-style-type: none"> <li>I recognise different risks in different situations and then decide how to behave responsibly. (Individual Liberty)</li> <li>I know that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people I know (Individual Liberty)</li> <li>I know how to ask for help and have a range of strategies to resist pressure and distinguish between positive and negative influences (Individual Liberty, PREVENT)</li> <li>I understand the basic law in relation to substances (Rule of Law)</li> </ul>
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# Year 1

<p>Citizenship</p> <p>Fundamental British Values (PREVENT)</p>	<ul style="list-style-type: none"> <li>• Belonging – setting up the classrooms.</li> <li>• Class rules and charter</li> <li>• Whole school portraits</li> <li>• Identifying different groups in their class (Cultural)</li> <li>• Black History Week</li> <li>• RE</li> <li>• I know how to support friends to get help or how to get help for them).</li> <li>• I can express a simple agreement and disagreement</li> <li>• I can ask opinion, questions</li> </ul> <p>Democracy Individual Liberty</p>
<p>Keeping Healthy</p>	<ul style="list-style-type: none"> <li>• I know the importance of personal hygiene – regular washing, bathing, showering (Linked to Science)</li> <li>• I know what my body needs to stay healthy, including physical activity, rest, healthy eating and oral health (linked to Science)</li> <li>• I know different things can affect my feelings.</li> <li>• I know who to go to if I am worried</li> </ul>
<p>E-Safety</p>	<ul style="list-style-type: none"> <li>• E-Safety Team</li> <li>• I understand our school's e-safety code of conduct.(Rule of Law)</li> <li>• I understand that I can find a range of information from the internet</li> <li>• I can navigate age-appropriate websites</li> <li>• I know what to do if I find something inappropriate online</li> <li>• I know that the internet can be used to communicate with other people</li> <li>• I understand that we should respect the work of others which is stored or presented electronically</li> </ul>
<p>Sex Relationship Education</p>	<ul style="list-style-type: none"> <li>• <i>I know the differences between boys and girls including agreed names for sexual parts (penis and vagina)</i></li> <li>• <i>I know which parts of my body are private</i> (Individual Liberty)</li> <li>• I know how to look after my body (linked to Science)</li> <li>• I can name the main parts of the body (linked to Science)</li> <li>• <i>I know that there are different types of relationships – family, friends and others</i> (Mutual Respect)</li> <li>• <i>I know that there are good and bad secrets</i></li> </ul>
<p>Drug Education and Staying Safe</p>	<ul style="list-style-type: none"> <li>• I know about personal hygiene and how medicines can keep us healthy.</li> <li>• I recognise the need for safety rules – i.e. road, cycles, fire, rail, water, school environment, playground and home (Rule of Law)</li> <li>• I know there are people and services who can help us (Individual Liberty)</li> <li>• I know who to go to if I need help (Individual Liberty)</li> <li>• I understand there are good and not so good secrets (Individual Liberty)</li> </ul>

## Year 2

<p><b>Citizenship</b></p> <p><b>Fundamental British Values (PREVENT)</b></p>	<ul style="list-style-type: none"> <li>• Belonging – setting up the classrooms.</li> <li>• Class rules and charter</li> <li>• Whole school portraits</li> <li>• Identifying different cultures in the class (world map) (Cultural)</li> <li>• Black History Week</li> <li>• RE</li> <li>• I know how to support friends to get help or how to get help for them).</li> <li>• I know that people and other living things have needs and recognise my own responsibility to meet those needs (Science – Living Things, Mutual Respect)</li> <li>• I can contribute to the life of the class and the school (Mutual Respect)</li> <li>• I know that I belong to different groups and communities (Individual Liberty)i.e. school, family</li> <li>• I know some ways to look after my environment (Science – Materials, Mutual Respect)</li> <li>• I can take part in discussions / simple debate with others about topical issues (Democracy)</li> <li>• I understand the Gun Powder Plot and know what and where the Houses of Parliament are. (Democracy)</li> <li>• I know how to call for the emergency services.</li> <li>• I know what their jobs are. (Rule of Law)</li> </ul>
<p><b>Keeping Healthy</b></p>	<ul style="list-style-type: none"> <li>• I can make simple choices to improve my health and well-being (Linked to Science – Living Things, Individual Liberty)</li> <li>• I know that the choices I make can have good and not so good Consequences (Individual Liberty)</li> <li>• I know different things can affect my feelings.</li> </ul>
<p><b>E-Safety</b></p>	<ul style="list-style-type: none"> <li>• <b>E-Safety Team</b></li> <li>• I understand our school's e-safety code of conduct. (Rule of Law)</li> <li>• I can use the internet purposefully to answer specific questions</li> <li>• I know that not everything on the internet is true</li> <li>• I can demonstrate an understanding of E-safety when communicating online</li> <li>• I know who to go to for help and support</li> <li>• I can recognise what should and should not be shared online.</li> <li>• I know what is meant by personal information.</li> <li>• I have a secure understanding of the differences between real life scenarios and those that take place on the computer.</li> </ul>
<p><b>Sex Relationship Education</b></p>	<ul style="list-style-type: none"> <li>• <i>I know which parts of my body are private</i> (Individual Liberty)</li> <li>• <i>I know that some people have fixed ideas about what boys and girls can do (stereotyping)</i></li> <li>• <i>I know some vocabulary to describe the private parts of male and female bodies, ie. Penis and vagina</i></li> <li>• I understand that babies become children and then adults (linked to Science)</li> <li>• I know that people can do different things according to age and development and that people grow from young to old (linked to Science)</li> <li>• <i>I know that other people's families may be similar or different to mine</i></li> <li>• <i>I know that there are good and bad secrets</i></li> </ul>
<p><b>Drug Education and Staying Safe</b></p>	<ul style="list-style-type: none"> <li>• I understand that all drugs can be harmful if not used properly</li> <li>• I know simple rules about medicines and other substances used in the home. (Rule of Law)</li> <li>• I know who to go to if I need help (Individual Liberty)</li> <li>• I use simple skills which will help to maintain my personal safety including staying safe around hazardous or unknown substances alone or with friends</li> </ul>

## Year 3

<p>Citizenship</p> <p>Fundamental British Values (PREVENT)</p>	<ul style="list-style-type: none"> <li>• Belonging – setting up the classrooms.</li> <li>• Class rules and charter</li> <li>• Whole school portraits</li> <li>• Identifying different cultures in the school (world map) (Cultural)</li> <li>• Black History Week</li> <li>• RE</li> <li>• I can participate in making and changing rules (Democracy)</li> <li>• I know why different rules are needed in different situations (Rule of Law)</li> <li>• I know that choices we make can impact on individual, the local and global communities (Individual Liberty)</li> <li>• I know where to find impartial advice to inform my decision making (E-Safety link, Childline, Democracy)</li> <li>• What are the Houses of Parliament?</li> <li>• What happens in the Houses of Parliament?</li> <li>• Who is the local MP?</li> <li>• Who is the current Prime Minister? (Democracy)</li> </ul>
<p>Keeping Healthy</p>	<ul style="list-style-type: none"> <li>• I can make simple choices to improve my health and well-being, including healthy eating, physical exercise, oral health and emotional wellbeing (Linked to Science and DT, Individual Liberty)</li> </ul>
<p>E-Safety</p>	<ul style="list-style-type: none"> <li>• E-Safety Team</li> <li>• I understand our school's e-safety code of conduct. (Rule of Law)</li> <li>• I have developed an awareness of relevant e-safety issues such as cyber bullying. (Cyber bullying)</li> <li>• I can use the internet purposefully to answer specific questions.</li> <li>• I can understand that the internet contains fact, fiction and opinions and begin to distinguish between them.</li> <li>• I know that not everything on the internet is true</li> <li>• I know the difference between communicating using email and online in a discussion forum</li> <li>• I know how to deal with unpleasant forms of electronic communication (save the message and speak to a trusted adult)</li> <li>• I can demonstrate an understanding of E-safety when communicating online</li> </ul>
<p>Sex Relationship Education</p>	<ul style="list-style-type: none"> <li>• <i>I understand that all families are different and have different family members (Mutual Respect)</i></li> <li>• <i>I know that individuals have rights over their own bodies, and that there are differences between good and bad touching (Individual Liberty)</i></li> </ul>
<p>Drug Education and Staying Safe</p>	<ul style="list-style-type: none"> <li>• I can make judgements and decisions and use basic techniques for resisting negative peer pressure (Individual Liberty, PREVENT)</li> <li>• I can list the commonly available substances and drugs that are legal. (Rule of Law)</li> <li>• I understand that drugs and alcohol affect the mind as well as the body and this can affect the body in a variety of ways</li> <li>• I can demonstrate basic safety procedures when using medicines (Rule of Law)</li> <li>• I understand that it is alright to break a secret in order to keep me safe (Individual Liberty)</li> <li>• I know how to keep myself and others safe when using roads</li> <li>• I can identify and explain how to manage the risks in different familiar situations.</li> </ul>

## Year 4

<p>Citizenship</p> <p>Fundamental British Values (PREVENT)</p>	<ul style="list-style-type: none"> <li>• Belonging – setting up the classrooms.</li> <li>• Class rules and charter</li> <li>• Whole school portraits</li> <li>• Identifying different cultures in their class and in the school (world map) (Cultural)</li> <li>• Black History Week</li> <li>• RE</li> <li>• I can identify fact from opinion (PREVENT).</li> <li>• I can recognise aggressive and anti-social behaviours and their effects on individuals and communities (Individual Liberty)</li> <li>• I understand that there is great diversity locally and across the world which affects peoples' choices (Democracy, Individual Liberty, Mutual Respect)</li> <li>• I understand that everyone has human rights and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. (Rule of Law)</li> <li>• I know about Fair Trade and what it mean. (Geography - Rainforests) (Mutual Respect)</li> <li>• What is the House of Lords?</li> <li>• What happens in the House of Lords?</li> <li>• What are the names of the different political parties?</li> <li>• Who is the local MP? Which party do they represent?</li> <li>• Who is the current Prime Minister?</li> <li>• History - Crime and Punishment</li> </ul>
<p>Keeping Healthy</p>	<ul style="list-style-type: none"> <li>• I can identify some factors that affect emotional health and wellbeing e.g. relationships with family and friends, stress levels, physical activity, diet, self-image, media</li> <li>• I can make informed choices about healthy eating and exercising (Linked to PE, Individual Liberty)</li> </ul>
<p>E-Safety</p>	<ul style="list-style-type: none"> <li>• E-Safety Team</li> <li>• I understand our school's e-safety code of conduct.(Rule of Law)</li> <li>• I have developed an awareness of relevant e-safety issues such as cyber bullying, stranger danger (Cyber bullying)</li> <li>• I understand my role in keeping myself and my peers safe (reporting) (PREVENT).</li> <li>• I can use the internet as a resource to support my work, and begin to understand plagiarism</li> <li>• I know that not everything on the internet is true and know what to do if I access something inappropriate</li> <li>• I can use a range of online communication tools to exchange information and collaborate with others within and beyond my school e.g. school's learning platform, email, instant messaging, social networking, online gaming, and mobile phones</li> <li>• I understand the need to keep some information private in order to protect myself when communicating online, including passwords, addresses and the distribution of images of myself and others</li> <li>• I begin to recognise how electronic communications may be used for manipulation or persuasion</li> <li>• I know to use sensitive and appropriate language when using online communication tools.</li> </ul>
<p>Sex Relationship Education</p>	<ul style="list-style-type: none"> <li>• <i>I know I have the right to protect my body from inappropriate and unwanted contact</i> (Individual Liberty)</li> <li>• <i>I know some of the ways that my body and emotions will change as I grow into an adult through the process of puberty</i></li> <li>• <i>I know that puberty is linked to reproduction</i></li> <li>• <i>I am aware of different types of relationships including those between friends and families, civil partnerships and marriage</i> (Mutual Respect)</li> </ul>
<p>Drug Education and Staying Safe</p>	<ul style="list-style-type: none"> <li>• I can take increasing responsibility for my own choices, behaviour and safety and realise that actions have consequences (Individual Liberty)</li> <li>• I can begin to understand some of the influences on my personal choices in relation to smoking or other substances and the consequences of those choices (Individual Liberty, PREVENT)</li> <li>• I have some strategies to cope with peer influence and peer pressure and can apply these to a range of scenarios, including substances (Individual Liberty, PREVENT)</li> </ul>

# Year 5

<p>Citizenship</p> <p>Fundamental British Values (PREVENT)</p>	<ul style="list-style-type: none"> <li>• I can recognise when our peers are generally vulnerable (PREVENT)</li> <li>• I understand influence, persuasion, manipulation and the emotional power of charisma (especially being able to understand the difference between a persuasive argument and a rational argument (PREVENT))</li> <li>• Debates about trade-off between security and privacy (PREVENT).</li> <li>• I know how to access local and national support groups (Individual Liberty)</li> <li>• I know that circumstances in other countries and cultures may be different from our own (Mutual Respect)</li> <li>• I understand that universal rights are there to protect everyone and have primacy both over national law and family and community practices (Linked to FBV –Rule of Law)</li> <li>• I can recognise and challenge stereotypes (Individual Liberty)</li> <li>• I know where to find impartial advice to inform my decision making (E-Safety link, Childline, Individual Liberty)</li> <li>• I am beginning to understand that 'poverty' might have different meanings to different people in different circumstances (Mutual Respect)</li> <li>• Explore the different types of Government around the world? How do they differ from our Government?</li> <li>• Who is the local MP? Which party do they represent? How are they elected? What do they do?</li> <li>• Who is the current Prime Minister?</li> </ul>
<p>Keeping Healthy</p>	<ul style="list-style-type: none"> <li>• I know what makes a healthy lifestyle- the benefits of exercise and healthy eating and the factors that affect mental health, including positive self-image (some links to PE and DT).</li> <li>• I know that images in the media do not always reflect reality and can affect how people feel about themselves (Individual Liberty)</li> </ul>
<p>E-Safety</p>	<p>E-Safety Team</p> <ul style="list-style-type: none"> <li>• I understand our school's e-safety code of conduct. (Rule of Law)</li> <li>• I have developed an awareness of relevant e-safety issues such as cyber bullying. (Cyber bullying)</li> <li>• I understand my role in keeping myself and my peers safe (reporting)</li> <li>• I can recognise the need to ask appropriate questions to find answers.</li> <li>• I understand that good online research involves processing the information (rather than copying) and interpreting it for others</li> <li>• I recognise that not all information on the internet is accurate or unbiased (advertising) and am able to develop strategies for identifying the origin of a website (PREVENT).</li> <li>• I recognise issues of copyright and the importance of acknowledging sources</li> <li>• I can use online tools to exchange information and collaborate with others within and beyond my school and begin to evaluate their effectiveness</li> <li>• I understand the potential risks of providing personal information including the distribution of images of myself and others in an increasing range of online technologies both within and outside school</li> <li>• I recognise my own right to be protected from the inappropriate use of technology by others and the need to respect the rights of other users.</li> <li>• I can recognise that everyone on the internet is not who they say they are.</li> <li>• I can recognise and act upon unacceptable behaviours online or on electronic devices (PREVENT)..</li> <li>• I know what is appropriate to share and am aware of my digital footprint.</li> <li>• I know to contribute positively to online blogs, chat sites. forums</li> </ul>
<p>Sex Relationship Education</p>	<ul style="list-style-type: none"> <li>• <i>I can explain and manage the ways in which boys and girls grow and develop in puberty physically and emotionally</i></li> <li>• <i>I understand the importance of good hygiene routines as I grow into an adult (Linked to PE)</i></li> <li>• <i>I know that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so</i></li> <li>• <i>I know what makes a healthy relationship and understand that sometimes people make bad choices and abuse the person they are in a relationship with</i></li> <li>• <i>I am aware that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation and disability (Mutual Respect)</i></li> </ul>
<p>Drug Education and Staying Safe</p>	<ul style="list-style-type: none"> <li>• I understand the influence of peers in making risky or unsafe choices and feel confident to deal with these influences (Individual Liberty)</li> <li>• I know which commonly available substances and drugs are legal and illegal, their effects and risks and can identify and use strategies to reduce those risks (Rule of Law)</li> <li>• I 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' (Individual Liberty)</li> </ul>

# Year 6

<p>Citizenship</p> <p>Fundamental British Values (PREVENT)</p>	<ul style="list-style-type: none"> <li>• I understand the difference between 'charismatic' and 'knowledgeable', including the knowledge that the number of people who are convinced something is true is often unrelated to it actually being true; and the linked concept of 'group think' (PREVENT).</li> <li>• Debates on the impacts of terrorist acts on ways of life and on communities (PREVENT).</li> <li>• I realise the consequences of anti-social and aggressive behaviours, such as bullying, cyber-bullying and racism on individuals and communities (links to Anti-bullying week, Black History week, E-Safety, Individual Liberty))</li> <li>• I know that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability (Linked to RE and Mutual Respect)</li> <li>• I can describe some of the different beliefs and values in society and demonstrate respect and tolerance towards people who are different from myself (FBV, Mutual Respect)</li> <li>• I know that there are some cultural practices which are against British law and universal human rights (Safeguarding education and FBV, Rule of Law)</li> <li>• I can demonstrate a sense of social justice and moral responsibility (FBV and Values-based education, Individual Liberty)</li> <li>• I know why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules (FBV – Police links, Rule of Law)</li> <li>• I am aware of how the media present information and that the media can be both a positive and negative influence (E-safety link, Individual Liberty)</li> <li>• I know about the basic institutions that support democracy locally and nationally (FBV, Rule of Law, Democracy)</li> <li>• I know how 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 myself (Democracy)</li> </ul> <p>(Underpinned by school values)</p>
<p>Keeping Healthy</p>	<ul style="list-style-type: none"> <li>• I understand that there are a range of influences for example the media that can have an effect on physical and emotional health and wellbeing, e.g. eating disorders, managing finances etc (Linked to Science, Individual Liberty)</li> </ul>
<p>E-Safety</p>	<p>E-Safety Team</p> <ul style="list-style-type: none"> <li>• I understand our school's e-safety code of conduct. (Rule of Law)</li> <li>• I have developed an awareness of relevant e-safety issues such as cyber bullying. (Cyber bullying)</li> <li>• I understand my role in keeping myself and my peers safe (reporting)</li> <li>• I can recognise the need to ask appropriate questions to find answers.</li> <li>• I understand that good online research involves processing the information (rather than copying) and interpreting it for others</li> <li>• I recognise that not all information on the internet is accurate or unbiased (advertising) and am able to develop strategies for identifying the origin of a website (PREVENT).</li> <li>• I recognise issues of copyright and the importance of acknowledging sources</li> <li>• I can use online tools to exchange information and collaborate with others within and beyond my school and begin to evaluate their effectiveness</li> <li>• I understand the potential risks of providing personal information including the distribution of images of myself and others in an increasing range of online technologies both within and outside school</li> <li>• I recognise my own right to be protected from the inappropriate use of technology by others and the need to respect the rights of other users.</li> <li>• I can recognise that everyone on the internet is not who they say they are.</li> <li>• I can recognise and act upon unacceptable behaviours online or on electronic devices (PREVENT)..</li> <li>• I know what is appropriate to share and am aware of my digital footprint.</li> <li>• I know to contribute positively to online blogs, chat sites. forums</li> </ul>
<p>Sex Relationship Education</p>	<ul style="list-style-type: none"> <li>• <i>I recognise risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable (Individual Liberty)</i></li> <li>• <i>I can describe why the body changes during puberty in order to prepare the body for reproduction</i></li> <li>• <i>I know the age at which a person in the UK is able to consent to sexual activity (Rule of Law)</i></li> <li>• <i>I know some facts about human reproduction including conception, pregnancy and birth, and that conception can be prevented</i></li> <li>• <i>I know how to keep my body healthy and clean during puberty and that it occurs at different times for different people</i></li> <li>• <i>I know that female genital mutilation is a crime and how to get support if I have fears about myself or others (Rule of Law)</i></li> <li>• <i>I know that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people I know (peer pressure) and have a range of strategies to resist.</i></li> </ul>

	<p>(Individual Liberty)</p> <ul style="list-style-type: none"> <li>• I realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours and how to respond to them and ask for help (Behaviour policy) <i>I understand that there are different types of adult relationship (Mutual Respect)</i></li> <li>• <i>I can explain the qualities of a positive relationship</i></li> <li>• <i>I have thought about when it is appropriate to share personal information in a relationship (Individual Liberty)</i></li> <li>• <i>I understand that abuse in relationships is against the law and know where people can go for help in this situation (Rule of Law)</i></li> <li>• <i>I know that civil partnerships and marriage are 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 (Mutual Respect)</i></li> </ul>
<p><b>Drug Education and Staying Safe</b></p>	<ul style="list-style-type: none"> <li>• I understand the effects, risks and consequences of drug use on the body and mind, including addiction and the effect on young children who are still growing.</li> <li>• I recognise different risks in different situations and then decide how to behave responsibly. (Individual Liberty)</li> <li>• I know that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people I know (Individual Liberty)</li> <li>• I know how to ask for help and have a range of strategies to resist pressure and distinguish between positive and negative influences (Individual Liberty, PREVENT)</li> <li>• I understand the basic law in relation to substances (Rule of Law)</li> </ul>