

# **PHSCE**

# **Curriculum Intent**

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# Introduction

## Introduction

This document outlines the knowledge, language and concepts that should be taught in PHSCE. It includes:

- A summary of the PHSCE knowledge and principles that underpin our approach
- Long Term Sequence (curriculum map) for PHSCE
- Progression of PHSCE including alignment with the National Curriculum, substantive concepts, big ideas and questions as well as Tier 2 and Tier 3 vocabulary

## SMSC Curriculum Statement

At Sheep Dip Lane Academy, we aim to provide a broad and balanced curriculum that meets the needs of all children. Through our curriculum, we want to enable children to meet their full potential, make progress through their learning journey and develop in to well-rounded citizens.

Pupils' spiritual, moral, social and cultural (SMSC) development is at the heart of our school ethos. At Sheep Dip Lane Academy, we recognise the importance of developing children's general knowledge and understanding of the world. We believe that our children deserve and need us to provide more than just the National Curriculum. The journey through life is a wonderful thing and the children have so much more to learn and experience through each stage of their school life. With this in mind, we have prioritised the things we want our children to experience during their time with us.

We use our curriculum drivers to underpin the learning we do in all areas of school life and to ensure that the curriculum we offer is personalised to our children, community and context.

## The Curriculum Drivers

- Able and Fluent Readers
- SMSC
- Learning Characteristics – Creative, motivation, resilience, teamwork, investigative, evaluation.
- Mental and Physical Wellbeing
- Aspirations and enterprise
- Communication and Oracy
- Parent and Community Involvement

## SMSC Statement of Intent

Our aims are to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. Our personal, social, health and economic education enables our children to become healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up.

The fundamental British Values are promoted through the overarching aims and objectives of SMSC by supporting our children to become healthy and responsible members of society, as well as preparing them for life and work in modern Britain. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

### **SMSC Curriculum**

Our intention is to build a SMSC curriculum which develops learning in the acquisition of knowledge and skills which enables children to access the wider curriculum and to prepare children to be a global citizen now and in their future roles within a global community.

We seek to promote a caring, compassionate and fair environment within which all pupils are valued and enabled to flourish. We facilitate this by fostering the values of Friendship, Kindness, Perseverance, Respect, Responsibility and Creativity. Emphasis is placed on the traditional values of hard work and self-discipline.

Beyond our documented curriculum, it is hoped that the academy's values of inspire, integrity, include and exceed provide a culture that contributes equally towards the spiritual, moral, social and cultural development of our children. Pupils are encouraged to exercise a measure of personal responsibility for their own learning through our key learning characteristics. The delivery of the curriculum is underpinned by these values and is delivered predominantly through good quality texts. The Pupil Parliament, consisting of pupils elected from each class, provides a forum for pupils to contribute to the decision-making process in the academy.

Our curriculum demonstrates subject knowledge, skills and understanding to fulfil the duties of the Relations Education (RE), Relationship and Sex Education (RSE) and Health Education (HE) whereby schools must provide a 'balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and responsibilities and experiences for later life'.

Aspects of Personal, Social and Health Education and Religious Education within the curriculum provide pupils with opportunities to develop spiritually and morally in a supportive atmosphere. Spiritual and moral themes are also explored in regular whole-school and class assemblies.

### **PSHCE Education Implementation**

At Sheep Dip Lane Academy we use the PSHE Association scheme to teach PSHCE which is a comprehensive scheme of work in line with the National Curriculum. We have worked hard to amalgamate Jigsaw PSHCE alongside the PSHCE association topics to ensure our children receive in-depth, full coverage of the concepts planned, but also contextual lessons, building on events within the community, views of our children and observations from staff.

The scheme of work includes:

- Substance Misuse
- Tobacco
- Risk Taking /Safety
- Diversity
- Emotional Health
- Coping Strategies

- Healthy Eating
- Healthy relationships/bullying
- Puberty/Growing up
- Financial Education
- British Values
- Democracy
- Citizenship
- Physical Activity
- E-Safety
- Careers

**Whole School Curriculum Map which includes the following 3 strands: Relationships, health and wellbeing and Living in the wider world.**

- Family and friendship, safe relationships and Sex Education
- Drug, Alcohol and Tobacco Education
- Keeping Safe and Managing Risk
- Mental Health and Emotional Wellbeing
- Physical Health and Wellbeing
- Growing and changing
- Belonging to a community
- Media literacy and digital resilience including keeping safe online
- Money, Careers, Financial Capability and Economic Wellbeing
- Identity, Society, Equality and Inclusion

**Learning Sequences**

We organise intended learning into concepts. These group the knowledge, skills and understanding that we want children to remember, do and use. Each module aims to activate and build upon prior learning, including from the early years, to ensure better cognition and retention. The skills required for working in a particular subject are outlined e.g. staying safe. Close attention is paid to the tier 2 and tier 3 vocabulary to be taught to allow pupils to engage in the required vocabulary. They are deliberately spaced within and across years to introduce and revisit key concepts. This enables staff to deepen pupil understanding and embed learning. Each module is carefully sequenced to enable pupils to purposefully layer learning from previous sessions to facilitate the acquisition and retention of key knowledge.

## Lesson Structure

Lessons typically are split into six phases:

- **CONNECT** This provides an opportunity to connect the lesson to prior learning from a previous module or lesson. Teachers return children's attention to the previous lesson's knowledge note/the big idea for the learning module, including key vocabulary. Examples of thinking harder routines include Flick Back 5, Recap questions, Quizzing. Retrieval practice allows all pupils to take time to remember things and activate their memories. Quizzing allows questions to be asked and allows pupils to carry out retrieval practice. Cumulative quizzing, allows for a few questions to be asked each lesson, which are built upon the previous lesson. **This part of the lesson is often verbal, or whole class.** We also use Wordwall to help retrieve information.
- **EXPLAIN** This is the explicit teaching that needs to take place. Teachers should ensure they are clear what they want children to know and remember. They plan for and explicitly address common misconceptions so they can address these in lessons as they arise. They should be clear about the substantive knowledge and the vocabulary that they want children to understand in the session. This can be developed using key information, facts, videos and images so that explanations are precise.
- **EXAMPLE** Providing pupils with high-quality examples is essential for learning. Pupils need to see worked examples. My turn, our turn, your turn is a technique that can be used to explicitly teach vocabulary and new concepts. Prepared examples should be carefully planned and need to be evident in teaching. An example in the physical health unit may be working together to organise food into healthy and not as healthy, or ordering foods from least sugary to the highest sugar content. **We intend to make this element of the lesson as creative, and as practical as possible to help engage and motivate children in their learning.**
- **ATTEMPT** Guiding pupil practice allows pupils to rehearse, rephrase and elaborate their learning. Children need the chance to attempt and verbalise their understanding. Children's own attempts are what help them to secure their understanding. Children need to have time to struggle and understand for themselves. This is not necessarily something that is recorded in books. This phase provides opportunities for teachers to check in with pupils to see who may need more challenge/support/scaffolds and if any misconceptions have arisen that need to be addressed. Extending the previous example, pupils could then begin to label a healthy meal, or swap elements of a meal for healthier alternatives.
- **APPLY** This is where pupils would typically begin to record in books/ on complete a written task. The number of scaffolds may vary. Again, we aim to keep learning as creative and as engaging as possible. Within a PHSCE lesson we will often have a carousel of activities where children can choose their own application task.
- **CHALLENGE** Teachers get the children to interrogate their learning - summarise, explain, compare and contrast. Tools are built into routines to reduce overload and allow for hard thinking. These can be adapted for children based on their individual needs.

## Impact

In order to identify the impact our curriculum is having on our pupils, we check the extent to which learning has become **permanently embedded** in children's long-term memory in addition to looking for **excellence** in their outcomes. We use four main tools to quality assure the implementation and impact of our curriculum:

- **Learning observations** help to evaluate subject knowledge, explanations, expectations, opportunities to learn, pupil responses, participation and relationships.
- **Professional growth models** help to improve staff subject knowledge and evidence informed practice such as retrieval and spaced practice, interleaving and explicit instruction techniques.
- **Assessment and achievement** articulate the outcomes from tasks and tests, how well the content is understood and what the strengths and limitations are; it informs what to do next.

- **Pupil Book Studies** help to evaluate curriculum structures, teaching methods, pupil participation and response through a dialogic model. When conducting book studies we will look at the classes 'floorbook'.

When undertaking these we ask the following key questions:

- How well do pupils remember the content that they have been taught?
- Do books and pupil discussions radiate excellence?
- Does learning 'travel' with pupils and can they deliberately reuse it in more sophisticated contexts?

Teachers employ a range of strategies both at and after the point of teaching to check the impact of their teaching on the permanence of pupils' learning. These include: retrieval practice, vocabulary use and application, deliberate practice and rephrasing of taught content, cumulative quizzing within the learning sequence, summarising and explaining the learning question from the sequence, tests and quizzes. Teachers use information from tasks, pupil book studies and other monitoring to support learning by responding to the gap between where pupils are and where they need to be. In lessons, they adapt explanations and examples to address misconceptions and provide additional practice or challenge where required. After lessons or tests, they analyse pupils' responses to identify shared and individual gaps in learning and misconceptions. Teachers then adjust subsequent planned teaching in response.

**Pupil book study** is used as a method to quality assure our curriculum by talking to the children and looking in pupils' floorbooks. We do this after content has been taught to see the extent to which pupils are knowing more, remembering more and able to do more. In preparation, we review the planned content, knowledge and vocabulary, so that conversations with pupils are meaningful and focused on what has been taught. When looking at books, we look at the content and knowledge, teaching sequence and vocabulary.

We also consider pupils' participation and consider the explanations and models used, the tasks the pupils are asked to do, the ability to answer carefully selected questions and retrieve information and the impact of written feedback. We ask careful questions that probe their knowledge, understanding and skills.

The Subject Leader undertakes a range of activities to understand what the curriculum looks like across the school and how well pupils know more, remember more and can do more as a result. In addition to the above tools, they use learning walks, planning reviews and book looks. They use their findings to support teachers to improve how they implement subjects and to make recommendations about the suitability of the intent for their subject. The Subject Leader formally reports on impact of the curriculum termly to the Curriculum Leader, Principal and Governors.

# Progression Overview

## Early Years

Jigsaw is sequential, the six puzzles (units) starting with 'Being Me in My World' (BM) at the beginning of the school year and working through to the end of the year:

1. **BM** (Being Me in My World)  
'Who am I and how do I fit?'
2. **CD** (Celebrating Difference)  
Respect for similarity and difference. Anti-bullying and being unique
3. **DG** (Dreams and Goals)  
Aspirations, how to achieve goals and understanding the emotions that go with this
4. **HM** (Healthy Me)  
Being and keeping safe and healthy
5. **RL** (Relationships)  
Building positive, healthy relationships
6. **CM** (Changing Me)  
Coping positively with change

Each puzzle has six lesson plans accompanied by all of the teaching and learning materials needed to deliver them.

Alongside Jigsaw PHSCE, we delivered the EYFS Curriculum and focus on the Personal, Social and emotional strands – our Early Years intent will provide more information around this.

## SDLA PSHCE– Long Term Sequence

Key: Yellow – Links to curriculum strands/other subjects

	Autumn: Relationships	Spring: Health and Wellbeing	Summer: Living in the wider world
	<b>Academy strand – Identity and Social Justice</b>	<b>Academy strand – Power, Leadership (Invasion)</b>	<b>Academy strand – Sustainability, Impact on our World</b>
FS1	My Identity Who am I, how do we grow Changes around me	Celebrations Special times	My nursery, sharing, rules and right and wrong



FS2	My identity and my family My school and community How to look after myself and a baby		Celebrations Special times	Why we need rules, class and school Right/wrong	People who help us				
	Family and Friends	Safe Relationships	Respecting ourselves & others	Physical health & Mental Wellbeing	Growing & Changing	Keeping Safe	Belonging to a community	Media literacy & digital resilience	Money, Careers & Aspirations
Year 1	Roles of different people Families; Feeling cared for	Recognising privacy; Staying safe Seeking permission	How behaviour affects others Being polite and respectful	Keeping healthy; food and exercise Hygiene routines;	Recognising what makes them unique & special Feelings/Resilience	How rules and age restrictions help us Keeping safe online	What rules are Caring for others' needs Looking after the environment	Using the internet and digital devices Communicating online	Strengths and interests Jobs in the community Changes GAP focus Big Talk – Relationship and Sex Education, Keeping Safe, Healthy and Happy • Reinforcing and checking understanding from Big Talk Education in Reception • Happy and risky situations • Worries and concerns
	Keeping Safe Risks and safety at home; Where do I live?					Why do we have a King or Queen? – democracy	Would you like to live at the seaside? – impact of plastic waste on the environment		
Year 2	Making friends Feeling lonely and getting help	Managing secrets Peer pressure and getting help; Recognising hurtful behaviour	Recognising similarities differences Co-operation Sharing opinions	Importance of sleep Medicines & keeping healthy Dental hygiene Managing feelings seeking help	Growing older Naming body parts Moving class or year	Money What money is; needs and wants; looking after money Who were the Normans? (census Doomsday/taxes)	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life Online content & safety How far does food travel – Food to fork?	Keeping Safe Safety in different environments emergencies Big Talk – Relationship and Sex Education, Keeping Safe, Healthy and Happy • Reinforcing and checking understanding from Big Talk Education in Y1 • Improper photographs • Inappropriate touches • Exposure to suitable media

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 3</p>	<p>What makes a Family Features of family life <b>How has my local community changed? Mining heritage roles of family in the past.</b></p>	<p>Personal boundaries Safely responding to others Impact of hurtful behaviour</p>	<p>Recognising respectful behaviour Importance of self-respect Courtesy &amp; politeness</p>	<p>Health choices and habits What affects feelings &amp; expressing them</p>	<p>Personal strengths and achievements Managing resilience &amp; setbacks</p>	<p>Risks and hazards Safety in the local environment &amp; unfamiliar places</p>	<p>What makes a community; shared responsibilities <b>Rivers – friend or foe? Local community flooding, rescue, flood defences</b></p>	<p>How the internet is used; assessing information online</p>	<p>Different jobs and skills Job stereotypes Setting personal goals Changes GAP focus Big Talk – Relationship and Sex Education, Keeping Safe, Healthy and Happy • Reinforcing and checking understanding from Big Talk Education in Y2 • Happy situations • Improper photographs • Inappropriate touches • Exposure to suitable media • Worries and concerns • Support and help for worries and concerns</p>
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Year 4	Positive friendships, including online	Responding to hurtful behaviour Confidentiality Recognising risks online	<b>Belonging to a community</b> Value of rules & laws Rights, freedoms & Responsibilities <b>My country – what is democracy?</b> <b>Ancient Greece</b>	Maintaining a balanced lifestyle; Oral hygiene & dental care	Physical & emotional changes in puberty & support External genitalia Personal hygiene routines  <b>From Britannia what did the Romans change in Britain? Baths, hygiene</b>	Medicines & household products Drugs common to everyday life	<b>Respecting ourselves &amp; others</b> Respecting differences & similarities; Discussing difference sensitively	How data is shared & used	Making decisions about money Using & keeping money Safe  <b>What is the impact of natural disasters? Rescue centre planning</b> Big Talk – Relationship and Sex Education, Keeping Safe, Healthy and Happy • Reinforcing and checking understanding from Big Talk Education in Y3 • Different kinds of families • Similarities and differences between boys and girls • The emotional and physical changes of growing up (puberty) • How babies are made, then develop in the womb etc. (reproduction). • Looking after our bodies and how to be safe and healthy
Year 5	Managing friendships & peer influence	Physical contact and feeling safe  Homelessness	Personal identity Recognising individuality & different qualities Mental wellbeing	Healthy sleep Habits Medicines, vaccinations, immunisations & allergies	Responding respectfully to everyone Recognising prejudice & discrimination  <b>Who were the</b>	Keeping safe in different situations, including responding in emergencies first aid FGM	<b>Money, Careers &amp; Aspirations</b> Identifying careers & aspirations Influences on career choices Workplace stereotypes	How information online is targeted Different media types, their role & impact	<b>Belonging to a community</b> Protecting the environment Compassion towards others

					<p><b>Tudors and what impact did this period have on modern Britain?</b></p> <p><b>Transatlantic slave trade</b></p>		<p><b>Keeping Safe</b></p> <p>Personal sun safety</p>		<p><b>How is deforestation effecting our World? Amazon</b></p> <p>Changes GAP focus</p> <p>Big Talk – Relationship and Sex Education, Keeping Safe, Healthy and Happy</p> <ul style="list-style-type: none"> <li>• Reinforcing and checking understanding from Big Talk Education in Y4</li> <li>• Reproduction and puberty re-capped</li> <li>• Questions and discussions about puberty</li> <li>• Building on knowledge from Y4 about how babies develop and are born.</li> <li>• Pupils discuss trusted adults in school</li> <li>• Pupils learn about external support they can receive regarding SRE</li> <li>• Pupils discuss support networks at home if they want help, advice or more information.</li> </ul>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 6</p>	<p><b>Belonging to a community</b> Valuing diversity; challenging discrimination and stereo-types, including rights of refugees. UN Convention of the Rights of the Child</p> <p><b>How has America tackled injustice? Human/civil rights</b></p>	<p>Recognising &amp; managing pressure Consent in different situations</p>	<p>Expressing opinions &amp; respecting other points of view, including discussing topical issues</p>	<p>What affects mental health &amp; ways self-care strategies Managing change, loss &amp; bereavement Managing time online</p> <p><b>What are we fighting for? WWII Battle of Britain - loss</b></p>	<p><b>Safe Relationships</b> Attraction &amp; romantic relationships Civil partnership &amp; marriage</p>	<p>Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</p>	<p>Evaluating media sources; sharing things online</p>	<p><b>Money</b> Influences and attitudes to money; money and financial risks</p> <p><b>Can we make a difference? Climate change, impacting on our World, renewable energy</b></p>	<p><b>Growing &amp; Changing Human reproduction &amp; birth</b> Increasing independence Managing transition Big Talk – Relationship and Sex Education, Keeping Safe, Healthy and Happy</p> <ul style="list-style-type: none"> <li>• Reinforcing and checking understanding from Big Talk Education in Y5</li> <li>• Boys and girls separate for puberty and growth talk followed by questions and discussions</li> <li>• Pupils recap discussions about trusted adults in school</li> <li>• Pupils recap information about external support they can receive regarding SRE</li> <li>• Pupils recap discussions about support networks at home if they want help, advice or more information.</li> </ul>
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# PHSCE Progression through KS1 and KS2

Year 1

	Topic	In this unit of work children will learn:	Teacher notes:
Relationships	<p><b>Families and friendships</b></p> <p>Roles of different people; families; feeling cared for</p> <p>PoS Refs: R1, R2, R3, R4, R5</p>	<ul style="list-style-type: none"> <li>• To know people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers</li> <li>• To know the role these different people play in children’s lives and how they care for them</li> <li>• To know what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.</li> <li>• To know about the importance of telling someone — and how to tell them — if they are worried about something in their family</li> </ul>	
	<p><b>Safe relationships</b></p> <p>Recognising privacy; staying safe; seeking permission</p> <p>PoS Refs: R10, R13, R15, R16, R17</p>	<ul style="list-style-type: none"> <li>• To know about situations when someone’s body or feelings might be hurt and whom to go to for help</li> <li>• To know what it means to keep something private, including parts of the body that are private</li> <li>• To know and be able to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)</li> <li>• To know how to respond if being touched makes them feel uncomfortable or unsafe</li> <li>• To know when it is important to ask for permission to touch others</li> <li>• To know how to ask for and give/not give permission</li> </ul>	
	<p><b>Respecting ourselves and others</b></p> <p>How behaviour affects others; being polite and respectful</p> <p>PoS Refs: R21, R22</p>	<ul style="list-style-type: none"> <li>• To know what kind and unkind behaviour mean in and out school</li> <li>• To know how kind and unkind behaviour can make people feel</li> <li>• To know what respect means</li> <li>• To know why we have class rules.</li> <li>• To know how to be polite to others, share and take turns</li> </ul>	
Living in the wider world	<p><b>Belonging to a community</b></p> <p>What rules are; caring for others’ needs; looking after the environment</p> <p>PoS Refs: L1, L2, L3</p>	<ul style="list-style-type: none"> <li>• To know examples of rules in different situations, e.g. class rules, rules at home, rules outside</li> <li>• To know that different people have different needs</li> <li>• To know how we care for people, animals and other living things in different ways</li> <li>• To know how they can look after the environment, e.g. recycling</li> </ul>	
	<p><b>Media literacy and Digital resilience</b></p> <p>Using the internet and digital devices; communicating online</p>	<ul style="list-style-type: none"> <li>• To know how and why people use the internet</li> <li>• To know the benefits of using the internet and digital devices                             <ul style="list-style-type: none"> <li>• To know how people find things out and communicate safely with others</li> </ul> </li> </ul>	

	PoS Refs: L7, L8		
	<p><b>Money and Work</b></p> <p>Strengths and interests; jobs in the community</p> <p>PoS Refs: L14, L16, L17</p>	<ul style="list-style-type: none"> <li>To know that everyone has different strengths, in and out of school</li> <li>To know how different strengths and interests are needed to do different jobs</li> <li>To know people whose job it is to help us in the community</li> <li>To know different jobs and the work people do</li> </ul>	
Health and wellbeing	<p><b>Physical health and Mental wellbeing</b></p> <p>Keeping healthy; food and exercise; hygiene routines; sun safety</p> <p>PoS Refs: H1, H2, H3, H5, H8, H9, H10</p>	<ul style="list-style-type: none"> <li>To know what it means to be healthy and why it is important</li> <li>To know ways to take care of themselves on a daily basis</li> <li>To know basic hygiene routines, e.g. hand washing</li> <li>To know healthy and unhealthy foods, including sugar intake</li> <li>To know physical activity and how it keeps people healthy</li> <li>To know different types of play, including balancing indoor, outdoor and screen-based play</li> <li>To know people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors</li> <li>To know how to keep safe in the sun</li> </ul>	
	<p><b>Growing and changing</b></p> <p>Recognising what makes them unique and special; feelings; managing when things go wrong</p> <p>PoS Refs: H11, H12, H13, H14, H15, H21, H22, H23, H24</p>	<ul style="list-style-type: none"> <li>To know what makes them special and unique including their likes, dislikes and what they are good at</li> <li>To know how to manage and whom to tell when finding things difficult, or when things go wrong</li> <li>To know how they are the same and different to others</li> <li>To know different kinds of feelings</li> <li>To know how to recognise feelings in themselves and others</li> <li>To know how feelings can affect how people behave</li> </ul>	
	<p><b>Keeping safe</b></p> <p>How rules and age restrictions help us; keeping safe online</p> <p>PoS Refs: H28, H34</p>	<ul style="list-style-type: none"> <li>To know how rules can help to keep us safe</li> <li>To know why some things have age restrictions, e.g. TV and film, games, toys or play areas</li> <li>To know basic rules for keeping safe online</li> <li>To know whom to tell if they see something online that makes them feel unhappy, worried, or scared</li> </ul>	

Year 2

	Topic	In this unit of work children will learn:	Teacher notes:
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Relationships	<p><b>Families and friendships</b></p> <p>Making friends; feeling lonely and getting help</p> <p>PoS Refs: R6, R7 R8, R9, R24</p>	<ul style="list-style-type: none"> <li>To know how to be a good friend, e.g. kindness, listening, honesty</li> <li>To know about different ways that people meet and make friends</li> <li>To know strategies for positive play with friends, e.g. joining in, including others, etc.</li> <li>To know what causes arguments between friends</li> <li>To know how to positively resolve arguments between friends</li> <li>To know how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else</li> </ul>	
	<p><b>Safe relationships</b></p> <p>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p> <p>PoS Refs: R11, R12, R14, R18, R19, R20</p>	<ul style="list-style-type: none"> <li>To know how to recognise hurtful behaviour, including online</li> <li>To know what to do and whom to tell if they see or experience hurtful behaviour, including online</li> <li>To know about what bullying is and different types of bullying</li> <li>To know how someone may feel if they are being bullied</li> <li>To know about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help</li> <li>To know how to resist pressure to do something that feels uncomfortable or unsafe</li> <li>To know how to ask for help if they feel unsafe or worried and what vocabulary to use</li> </ul>	
	<p><b>Respecting ourselves and others</b></p> <p>Recognising things in common and differences; playing and working cooperatively; sharing opinions</p> <p>PoS Refs: R23, R24, R25</p>	<ul style="list-style-type: none"> <li>To know about the things they have in common with their friends, classmates, and other people</li> <li>To know how friends can have both similarities and differences</li> <li>To know how to play and work cooperatively in different groups and situations</li> <li>To know how to share their ideas and listen to others, take part in discussions, and give reasons for their views</li> </ul>	
Living in the wider	<p><b>Belonging to a community</b></p> <p>Belonging to a</p>	<ul style="list-style-type: none"> <li>To know about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups</li> </ul>	



	<p>group; roles and responsibilities; being the same and different in the community</p> <p>PoS Refs: L2, L4, L5, L6</p>	<ul style="list-style-type: none"> <li>To know about different rights and responsibilities that they have in school and the wider community</li> <li>To know about how a community can help people from different groups to feel included</li> <li>To know and recognise that we are all equal, and ways in which they are the same and different to others in their community</li> </ul>	
	<p><b>Media literacy and Digital resilience</b></p> <p>The internet in everyday life; online content and information</p> <p>PoS Refs: L8, L9</p>	<ul style="list-style-type: none"> <li>To know the ways in which people can access the internet e.g. phones, tablets, computers</li> <li>To know the purpose and value of the internet in everyday life</li> <li>To know that some content on the internet is factual and some is for entertainment e.g. news, games, videos</li> <li>To know that information online might not always be true</li> </ul>	
	<p><b>Money and Work</b></p> <p>What money is; needs and wants; looking after money</p> <p>PoS Refs: L10, L11, L12, L13, L15</p>	<ul style="list-style-type: none"> <li>To know about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments</li> <li>To know how money can be kept and looked after</li> <li>To know about getting, keeping and spending money</li> <li>To know that people are paid money for the job they do</li> <li>To know the difference between needs and wants</li> <li>To know how people make choices about spending money, including thinking about needs and wants</li> </ul>	
Health and wellbeing	<p><b>Physical health and Mental wellbeing</b></p> <p>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p> <p>PoS Refs: H4, H6, H7, H16, H17, H18, H19, H20</p>	<ul style="list-style-type: none"> <li>To know about routines and habits for maintaining good physical and mental health</li> <li>To know why sleep and rest are important for growing and keeping healthy</li> <li>To know that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies</li> <li>To know the importance of, and routines for, brushing teeth and visiting the dentist</li> <li>To know about food and drink that affect dental health</li> </ul>	

		<ul style="list-style-type: none"> <li>• To know how to describe and share a range of feelings</li> <li>• To know ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others</li> <li>• To know how to manage big feelings including those associated with change, loss and bereavement</li> <li>• To know when and how to ask for help, and how to help others, with their feelings</li> </ul>	
<p>Growing and changing Growing older; naming body parts; moving class or year</p> <p>PoS Refs: H20, H25, H26, H27</p>	<ul style="list-style-type: none"> <li>• To know about the human life cycle and how people grow from young to old</li> <li>• To know how our needs and bodies change as we grow up</li> <li>• To know and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</li> <li>• To know about change as people grow up, including new opportunities and responsibilities</li> <li>• To know how to prepare to move to a new class and setting goals for next year</li> </ul>		
<p>Keeping safe Safety in different environments; risk and safety at home; emergencies</p> <p>PoS Refs: H29, H30, H31, H32, H33, H35, H36, H27</p>	<ul style="list-style-type: none"> <li>• To know how to recognise risk in everyday situations, e.g. road, water and rail safety,</li> <li>• medicines</li> <li>• To know how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'</li> <li>• To know potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger</li> <li>• To know how to help keep themselves safe at home in relation to electrical appliances, fire</li> <li>• safety and medicines/household products</li> <li>• To know some items that people can put into their body or onto their skin (e.g. medicines</li> <li>• and creams) and how these can affect how people feel</li> <li>• To know how to respond if there is an accident and someone is hurt</li> <li>• To know about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say</li> </ul>		

Year 3

	Topic	In this unit of work children will learn:	Teacher notes:
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Relationships	<p>Families and friendships</p> <p>What makes a family; features of family life</p> <p>PoS Refs: R1, R6, R7, R8, R9</p>	<ul style="list-style-type: none"> <li>To know and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents</li> <li>To know that being part of a family provides support, stability and love</li> <li>To know about the positive aspects of being part of a family, such as spending time together and caring for each other</li> <li>To know about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty</li> <li>To know how to identify if/when something in a family might make someone upset or worried</li> <li>To know what to do and whom to tell if family relationships are making them feel unhappy or unsafe</li> </ul>	
	<p>Safe relationships</p> <p>Personal boundaries; safely responding to others; the impact of hurtful behaviour</p> <p>PoS Refs: R19, R22, R24, R30</p>	<ul style="list-style-type: none"> <li>To know what is appropriate to share with friends, classmates, family and wider social groups including online</li> <li>To know what privacy and personal boundaries are, including online</li> <li>To know basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</li> <li>To know that bullying and hurtful behaviour is unacceptable in any situation</li> <li>To know the effects and consequences of bullying for the people involved</li> <li>To know what is bullying online, and the similarities and differences to face-to-face bullying</li> <li>To know what to do and whom to tell if they see or experience bullying or hurtful behaviour</li> </ul>	
	<p>Respecting ourselves and others</p> <p>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p>	<ul style="list-style-type: none"> <li>To know what is respectful behaviours e.g. helping or including others, being responsible</li> <li>To know how to model respectful behaviour in different situations e.g. at home, at school, online</li> <li>To know the importance of self-respect and their right to be treated respectfully by others</li> <li>To know what it means to treat others, and be treated, politely</li> <li>To know the ways in which people show respect and courtesy in different</li> </ul>	

	PoS Refs: R30, R31	<p>cultures and in</p> <ul style="list-style-type: none"> <li>wider society</li> </ul>	
Living in the wider world	<p>Belonging to a community The value of rules and laws; rights, freedoms and responsibilities</p> <p>PoS Refs: L1, L2, L3</p>	<ul style="list-style-type: none"> <li>To know the reasons for rules and laws in wider society</li> <li>To know the importance of abiding by the law and what might happen if rules and laws are broken</li> <li>To know what human rights are and how they protect people</li> <li>To know basic examples of human rights including the rights of children</li> <li>To know how they have rights and also responsibilities</li> <li>To know that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn</li> </ul>	
	<p>Media literacy and Digital resilience</p> <p>How the internet is used; assessing information online</p> <p>PoS Refs: L11, L12</p>	<ul style="list-style-type: none"> <li>To know how the internet can be used positively for leisure, for school and for work</li> <li>To know that images and information online can be altered or adapted and the reasons for why this happens</li> <li>To know strategies to recognise whether something they see online is true or accurate</li> <li>To know how to evaluate whether a game is suitable to play or a website is appropriate for their age-group</li> <li>To know how to make safe, reliable choices from search results</li> <li>To know how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</li> </ul>	
	<p>Money and Work</p> <p>Different jobs and skills; job stereotypes; setting personal goals</p> <p>PoS Refs: L25, L26, L27, L30</p>	<ul style="list-style-type: none"> <li>To know different jobs that people may have from different sectors e.g. teachers, business</li> <li>people, charity work</li> <li>To know that people can have more than one job at once or over their lifetime</li> <li>To know some common myths and gender stereotypes related to work</li> <li>To know how to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM</li> <li>To know some of the skills needed to do a job, such as teamwork and</li> </ul>	

		<p>decision-making</p> <ul style="list-style-type: none"> <li>To know and recognise their interests, skills and achievements and how these might link to future jobs</li> <li>To know how to set goals that they would like to achieve this year e.g. learn a new hobby</li> </ul>	
Health and wellbeing	<p>Physical health and Mental wellbeing Health choices and habits; what affects feelings; expressing feelings</p> <p>PoS Refs: H1, H2, H3, H4, H6, H7, H17, H18, H19</p>	<ul style="list-style-type: none"> <li>To know the choices that people make in daily life that could affect their health</li> <li>To know what healthy and unhealthy choices are (e.g. in relation to food, exercise, sleep)</li> <li>To know what can help people to make healthy choices and what might negatively influence them</li> <li>To know about habits and that sometimes they can be maintained, changed or stopped</li> <li>To know the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle</li> <li>To know what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally</li> <li>To know that regular exercise such as walking or cycling has positive benefits for their mental and physical health</li> <li>To know some aspects that can affect feelings both positively and negatively</li> <li>To know strategies to identify and talk about their feelings</li> <li>To know the different ways people express feelings e.g. words, actions, body language</li> <li>To know how feelings can change overtime and become more or less powerful and recognise this in themselves</li> </ul>	
	<p><b>Growing and changing</b> Personal strengths and achievements; managing and reframing setbacks</p> <p>PoS Refs: H27, H28, H29</p>	<ul style="list-style-type: none"> <li>To know that everyone is an individual and has unique and valuable contributions to make</li> <li>To know how strengths and interests form part of a person's identity</li> <li>To know how to identify their own personal strengths and interests and what they're proud of (in school, out of school)</li> <li>To know and recognise common challenges to self-worth e.g. finding school work difficult, friendship issues</li> <li>To know basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again</li> </ul>	
	<p>Keeping safe</p>	<ul style="list-style-type: none"> <li>To know how to identify typical hazards at home and in school</li> </ul>	

	<p>Risks and hazards; safety in the local environment and unfamiliar places</p> <p>PoS Refs: H38, H39, H41</p>	<ul style="list-style-type: none"> <li>• To know how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen</li> <li>• To know about fire safety at home including the need for smoke alarms</li> <li>• To know the importance of following safety rules from parents and other adults</li> <li>• To know how to help keep themselves safe in the local environment or unfamiliar places,</li> <li>• including road, rail, water and firework safety</li> </ul>	
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Year 4

	Topic	In this unit of work children will learn:	Teacher notes:
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Relationships	<p>Families and friendships</p> <p>Positive friendships, including online</p> <p>PoS Refs: R10, R11, R12, R13, R18</p>	<ul style="list-style-type: none"> <li>To know the features of positive healthy friendships such as mutual respect, trust and sharing interests</li> <li>To know strategies to build positive friendships</li> <li>To know how to seek support with relationships if they feel lonely or excluded</li> <li>To know how to communicate respectfully with friends when using digital devices</li> <li>To know how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know</li> <li>To know what to do or whom to tell if they are worried about any contact online</li> </ul>	
	<p><b>Safe relationships</b></p> <p>Responding to hurtful behaviour; managing confidentiality; recognising risks online</p> <p>PoS Refs: R20, R23, R27, R28</p>	<ul style="list-style-type: none"> <li>To know how to differentiate between playful teasing, hurtful behaviour and bullying, including online</li> <li>To know how to respond if they witness or experience hurtful behaviour or bullying, including online</li> <li>To recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable</li> <li>To know how to manage pressures associated with dares</li> <li>To know when it is right to keep or break a confidence or share a secret</li> <li>To know how to recognise risks online such as harmful content or contact</li> <li>To know how people may behave differently online including pretending to be someone they are not</li> <li>To know how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online</li> </ul>	
	<p><b>Respecting ourselves and others</b></p> <p>Respecting differences and similarities;</p>	<ul style="list-style-type: none"> <li>To know differences between people such as gender, race, faith</li> <li>To know some things they have in common with others e.g. shared values, likes and dislikes, aspirations</li> </ul>	



	<p>discussing difference sensitively</p> <p>PoS Refs: R32, R33</p>	<ul style="list-style-type: none"> <li>To know the importance of respecting the differences and similarities between people</li> <li>To know some vocabulary to sensitively discuss difference and include everyone</li> </ul>	
Living in the wider world	<p><b>Belonging to a community</b></p> <p>What makes a community; shared responsibilities</p> <p>PoS Refs: L4, L6, L7</p>	<ul style="list-style-type: none"> <li>To know the meaning and benefits of living in a community</li> <li>To know that they belong to different communities as well as the school community</li> <li>To know the different groups that make up and contribute to a community</li> <li>To know about the individuals and groups that help the local community, including through volunteering and work</li> <li>To know how to show compassion towards others in need and the shared responsibilities of caring for them</li> </ul>	
	<p><b>Media literacy and Digital resilience</b></p> <p>How data is shared and used</p> <p>PoS Refs: L13, L14</p>	<ul style="list-style-type: none"> <li>To know that everything shared online has a digital footprint</li> <li>To know that organisations can use personal information to encourage people to buy things</li> <li>To know what online adverts look like</li> <li>To know how to compare content shared for factual purposes and for advertising</li> <li>To know why people might choose to buy or not buy something online e.g. from seeing an advert</li> <li>To know that search results are ordered based on the popularity of the website and that this can affect what information people access</li> </ul>	
	<p><b>Money and Work</b></p> <p>Making decisions about money; using and keeping money safe</p> <p>PoS Refs: L17, L19 L20, L21</p>	<ul style="list-style-type: none"> <li>To know how people make different spending decisions based on their budget, values and needs</li> <li>To know how to keep track of money and why it is important to know how much is being spent</li> <li>To know different ways to pay for things such as cash, cards, e-payment and the reasons for using them</li> <li>To know how people spend money can have positive or negative effects on others e.g. charities, single use plastics</li> </ul>	
Health	Physical health and Mental wellbeing	<ul style="list-style-type: none"> <li>To know and identify a wide range of factors that maintain a balanced, healthy lifestyle,</li> </ul>	

<p>Maintaining a balanced lifestyle; oral hygiene and dental care</p> <p>PoS Refs: H2, H5, H11</p>	<p>physically and mentally</p> <ul style="list-style-type: none"> <li>• To know what good physical health means and how to recognise early signs of physical illness</li> <li>• To know that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</li> <li>• To know how to maintain oral hygiene and dental health, including how to brush and floss correctly</li> <li>• To know the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</li> </ul>	
<p><b>Growing and changing</b></p> <p>Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</p> <p>PoS Refs: H30, H31, H32, H34</p>	<ul style="list-style-type: none"> <li>• To know how to identify external genitalia and reproductive organs</li> <li>• To know some of the physical and emotional changes during puberty</li> <li>• To know strategies to manage the changes during puberty including menstruation</li> <li>• To know the importance of personal hygiene routines during puberty including washing regularly and using deodorant</li> <li>• To know how to discuss the challenges of puberty with a trusted adult</li> <li>• To know how to get information, help and advice about puberty</li> </ul>	
<p><b>Keeping safe</b></p> <p>Medicines and household products; drugs common to everyday life</p> <p>PoS Refs: H10, H38, H40, H46</p>	<ul style="list-style-type: none"> <li>• To know the importance of taking medicines correctly and using household products safely</li> <li>• To know and recognise what is meant by a 'drug'</li> <li>• To know that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing</li> <li>• To know and identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects</li> <li>• To know and identify some of the risks associated with drugs common to everyday life</li> <li>• To know that for some people using drugs can become a habit which is difficult to break</li> <li>• To know how to ask for help or advice</li> </ul>	

Year 5

	Topic	In this unit of work children will learn:	Teacher notes:
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Relationships	<p><b>Families and friendships</b></p> <p>Managing friendships and peer influence</p> <p>PoS Refs: R14, R15, R16, R17, R18, R26</p>	<ul style="list-style-type: none"> <li>• To know what makes a healthy friendship and how they make people feel included</li> <li>• To know some strategies to help someone feel included</li> <li>• To know what peer influence is and how it can make people feel or behave</li> <li>• To know the impact of the need for peer approval in different situations, including online</li> <li>• strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</li> <li>• To know that it is common for friendships to experience challenges</li> <li>• To know strategies to positively resolve disputes and reconcile differences in friendships</li> <li>• To know that friendships can change over time and the benefits of having new and different types of friends</li> <li>• To know how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable</li> <li>• To know when and how to seek support in relation to friendships</li> </ul>	
	<p><b>Safe relationships</b></p> <p>Physical contact and feeling safe</p> <p>PoS Refs: R9, R25, R26, R27, R29</p>	<ul style="list-style-type: none"> <li>• To know and identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</li> <li>• To know how to ask for, give and not give permission for physical contact</li> <li>• To know how it feels in a person's mind and body when they are uncomfortable</li> <li>• To know that it is never someone's fault if they have experienced unacceptable contact</li> <li>• To know how to respond to unwanted or unacceptable physical contact</li> <li>• To know that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about</li> <li>• To know whom to tell if they are concerned about unwanted physical contact</li> </ul>	
	<p><b>Respecting ourselves and others</b></p>	<ul style="list-style-type: none"> <li>• To know that everyone should be treated equally</li> <li>• To know why it is important to listen and respond respectfully to a wide</li> </ul>	

	<p>Responding respectfully to a wide range of people; recognising prejudice and discrimination</p> <p>PoS Refs: R20, R21, R31, R33</p>	<p>range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <ul style="list-style-type: none"> <li>To know what discrimination means and different types of discrimination e.g. racism, sexism, homophobia</li> <li>To know how to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment</li> <li>To know the impact of discrimination on individuals, groups and wider society</li> <li>To know ways to safely challenge discrimination</li> <li>To know how to report discrimination online</li> </ul>	
Living in the wider world	<p><b>Belonging to a community</b></p> <p>Protecting the environment; compassion towards others</p> <p>PoS Refs: L4, L5, L19</p>	<ul style="list-style-type: none"> <li>To know how resources are allocated and the effect this has on individuals, communities and the environment</li> <li>To know the importance of protecting the environment and how everyday actions can either support or damage it</li> <li>To know how to show compassion for the environment, animals and other living things</li> <li>To know that money is spent and how it affects the environment</li> <li>To know how to express their own opinions about their responsibility towards the environment</li> </ul>	
	<p><b>Media literacy and Digital resilience</b></p> <p>How information online is targeted; different media types, their role and impact</p> <p>PoS Refs: L12, L14</p>	<ul style="list-style-type: none"> <li>To know and identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise</li> <li>To know basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased</li> <li>To know some media and online content promote stereotypes</li> <li>To know how to assess which search results are more reliable than others</li> <li>To know and recognise unsafe or suspicious content online</li> <li>To know how devices store and share information</li> </ul>	
	<p><b>Money and Work</b></p> <p>Identifying job interests and aspirations; what influences career choices; workplace</p>	<ul style="list-style-type: none"> <li>To know and identify jobs that they might like to do in the future</li> <li>To know the role ambition can play in achieving a future career</li> <li>To know how or why someone might choose a certain career</li> <li>To know what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and</li> </ul>	

	<p>stereotypes</p> <p>PoS Refs: L27, L28, L29, L31, L32</p>	<p>qualities, family, values</p> <ul style="list-style-type: none"> <li>To know the importance of diversity and inclusion to promote people's career opportunities</li> <li>To know what stereotyping in the workplace is, its impact and how to challenge it</li> <li>To know that there is a variety of routes into work e.g. college, apprenticeships, university,</li> <li>training</li> </ul>	
Health and wellbeing	<p><b>Physical health and Mental wellbeing</b></p> <p>Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</p> <p>PoS Refs: H8, H9, H10, H12</p>	<ul style="list-style-type: none"> <li>To know how sleep contributes to a healthy lifestyle</li> <li>To know healthy sleep strategies and how to maintain them</li> <li>To know the benefits of being outdoors and in the sun for physical and mental health</li> <li>To know how to manage risk in relation to sun exposure, including skin damage and heat Stroke</li> <li>To know how medicines can contribute to health and how allergies can be managed</li> <li>To know that some diseases can be prevented by vaccinations and immunisations</li> <li>To know that bacteria and viruses can affect health</li> <li>To know how they can prevent the spread of bacteria and viruses with everyday hygiene routines</li> <li>To know and recognise the shared responsibility of keeping a clean environment</li> </ul>	
	<p><b>Growing and changing</b></p> <p>Personal identity; recognising individuality and different qualities; mental wellbeing</p> <p>PoS Refs: H16, H25, H26, H27</p>	<ul style="list-style-type: none"> <li>To know what personal identity is and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes</li> <li>To know that for some people their gender identity does not correspond with their biological sex</li> <li>To know key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams</li> <li>To know how to recognise, respect and express their individuality and personal qualities</li> <li>To know ways to boost their mood and improve emotional wellbeing</li> </ul>	

		<ul style="list-style-type: none"> <li>To know the link between participating in interests, hobbies and community groups</li> <li>and mental wellbeing</li> </ul>	
	<p>Keeping safe Keeping safe in different situations, including responding in emergencies, first aid and FGM</p> <p>PoS Refs: H38, H43, H44, H45</p>	<ul style="list-style-type: none"> <li>To know and identify when situations are becoming risky, unsafe or an emergency</li> <li>To know and identify occasions where they can help take responsibility for their own safety</li> <li>To know the difference between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour</li> <li>To know how to deal with common injuries using basic first aid techniques</li> <li>To know how to respond in an emergency, including when and how to contact different emergency services</li> <li>To know that female genital mutilation (FGM) is against British law<sup>1</sup></li> <li>To know what to do and whom to tell if they think they or someone they know might be at risk of FGM</li> </ul>	

Year 6

	Topic	In this unit of work children will learn:	Teacher notes:
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Relationships	<p><b>Families and friendships</b></p> <p>Attraction to others; romantic relationships; civil partnership and marriage</p> <p>PoS Refs: R1, R2, R3, R4, R5, R7</p>	<ul style="list-style-type: none"> <li>• To know what it means to be attracted to someone and different kinds of loving relationships</li> <li>• To know that people who love each other can be of any gender, ethnicity or faith</li> <li>• To know the difference between gender identity and sexual orientation and everyone's right to be loved</li> <li>• To know some of the qualities of healthy relationships that help individuals flourish</li> <li>• To know ways in which couples show their love and commitment to one another, including those who are not married or who live apart</li> <li>• To know what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults</li> <li>• To know that people have the right to choose whom they marry or whether to get married</li> <li>• To know that to force anyone into marriage is illegal</li> <li>• To know how and where to report forced marriage or ask for help if they are worried</li> </ul>	
	<p><b>Safe relationships</b></p> <p>Recognising and managing pressure; consent in different situations</p> <p>PoS Refs: R26, R28, R29</p>	<ul style="list-style-type: none"> <li>• To know and compare the features of a healthy and unhealthy friendship</li> <li>• To know the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong</li> <li>• To know strategies to respond to pressure from friends including online</li> <li>• To know how to assess the risk of different online 'challenges' and 'dares'</li> <li>• To know how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable</li> <li>• To know how to get advice and report concerns about personal safety, including online</li> <li>• To know what consent means and how to seek and give/not give permission in different situations</li> </ul>	
	<p><b>Respecting ourselves and others</b></p> <p>Expressing opinions and respecting other points</p>	<ul style="list-style-type: none"> <li>• To know the link between values and behaviour and how to be a positive role model</li> <li>• To know how to discuss issues respectfully</li> <li>• To know how to listen to and respect other points of view</li> </ul>	



	<p>of view, including discussing topical issues</p> <p>PoS Refs: R30, R34</p>	<ul style="list-style-type: none"> <li>To know how to constructively challenge points of view they disagree with</li> <li>To know ways to participate effectively in discussions online and manage conflict or disagreements</li> </ul>	
Living in the wider world	<p><b>Belonging to a community</b></p> <p>Valuing diversity; challenging discrimination and stereotypes</p> <p>PoS Refs: L8, L9, L10, R21</p>	<ul style="list-style-type: none"> <li>To know what prejudice means</li> <li>To know and differentiate between prejudice and discrimination</li> <li>To know how to recognise acts of discrimination</li> <li>To know strategies to safely respond to and challenge discrimination</li> <li>To know how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups</li> <li>To know how stereotypes are perpetuated and how to challenge this</li> </ul>	
	<p><b>Media literacy and Digital resilience</b></p> <p>Evaluating media sources; sharing things online</p> <p>PoS Refs: H37, L11, L13, L15, L16</p>	<ul style="list-style-type: none"> <li>To know the benefits of safe internet use e.g. learning, connecting and communicating</li> <li>To know how and why images online might be manipulated, altered, or faked</li> <li>To know how to recognise when images might have been altered</li> <li>To know why people choose to communicate through social media and some of the risks and challenges of doing so</li> <li>To know that social media sites have age restrictions and regulations for use</li> <li>To know the reasons why some media and online content is not appropriate for children</li> <li>To know how online content can be designed to manipulate people's emotions and encourage them to read or share things</li> <li>To know about sharing things online, including rules and laws relating to this</li> <li>To know how to recognise what is appropriate to share online</li> <li>To know how to report inappropriate online content or contact</li> </ul>	
	<p><b>Money and Work</b></p> <p>Influences and attitudes to money; money and financial risks</p>	<ul style="list-style-type: none"> <li>To know the role that money plays in people's lives, attitudes towards it and what influences decisions about money</li> <li>To know about value for money and how to judge if something is value for money</li> <li>To know how companies encourage customers to buy things and why it is important to be a critical consumer</li> </ul>	

	<p>PoS Refs: L18, L22, L23, L24</p>	<ul style="list-style-type: none"> <li>• To know how having or not having money can impact on a person's emotions, health and wellbeing</li> <li>• To know about common risks associated with money, including debt, fraud and gambling</li> <li>• To know how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk</li> <li>• To know how to get help if they are concerned about gambling or other financial risks</li> </ul>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Health and wellbeing</p>	<p>Physical health and Mental wellbeing  What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</p> <p>PoS Refs: H13, H14, H15, H20, H21, H22, H23, H24</p>	<ul style="list-style-type: none"> <li>• To know that mental health is just as important as physical health and that both need looking after</li> <li>• To know and recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support</li> <li>• To know how negative experiences such as being bullied or feeling lonely can affect mental wellbeing</li> <li>• To know positive strategies for managing feelings</li> <li>• To know that there are situations when someone may experience mixed or conflicting feelings</li> <li>• To know how feelings can often be helpful, whilst recognising that they sometimes need to be overcome</li> <li>• To know and recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available</li> <li>• To know and identify where they and others can ask for help and support with mental wellbeing in and outside school</li> <li>• To know the importance of asking for support from a trusted adult</li> <li>• To know about the changes that may occur in life including death, and how these can cause conflicting feelings</li> <li>• To know that changes can mean people experience feelings of loss or grief</li> <li>• To know about the process of grieving and how grief can be expressed</li> <li>• To know about strategies that can help someone cope with the</li> </ul>	

		<p>feelings associated with change or loss</p> <ul style="list-style-type: none"> <li>• To know and identify how to ask for help and support with loss, grief or other aspects of change</li> <li>• To know how balancing time online with other activities helps to maintain their health and wellbeing</li> <li>• To know strategies to manage time spent online and foster positive habits e.g. switching phone off at night</li> <li>• To know what to do and whom to tell if they are frightened or worried about something they have seen online</li> </ul>	
	<p>Growing and changing Human reproduction and birth; increasing independence; managing transitions</p> <p>PoS Refs: H24, H33, H35, H36</p>	<ul style="list-style-type: none"> <li>• To know and recognise some of the changes as they grow up e.g. increasing independence</li> <li>• To know about what being more independent might be like, including how it may feel</li> <li>• To know about the transition to secondary school and how this may affect their feelings</li> <li>• To know about how relationships may change as they grow up or move to secondary school</li> <li>• To know practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school</li> <li>• To know identify the links between love, committed relationships and conception</li> <li>• To know what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults</li> <li>• To know how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb</li> <li>• To know that pregnancy can be prevented with contraception<sup>2</sup></li> <li>• To know about the responsibilities of being a parent or carer and how having a baby changes someone's life</li> </ul>	
	<p>Keeping safe Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</p> <p>PoS Refs: H37, H42, H46, H47, H48, H49, H50</p>	<ul style="list-style-type: none"> <li>• To know how to protect personal information online</li> <li>• To know and identify potential risks of personal information being misused</li> <li>• To know strategies for dealing with requests for personal information or images of themselves</li> <li>• To know and identify types of images that are appropriate to share with others and those which might not be appropriate</li> <li>• To know that images or text can be quickly shared with others, even when</li> </ul>	

		<p>only sent to one person, and what the impact of this might be</p> <ul style="list-style-type: none"> <li>• To know what to do if they take, share or come across an image which may upset, hurt or embarrass them or others</li> <li>• To know how to report the misuse of personal information or sharing of upsetting content/images online</li> <li>• To know about the different age rating systems for social media, T.V, films, games and online gaming</li> <li>• To know why age restrictions are important and how they help people make safe decisions about what to watch, use or play</li> <li>• To know about the risks and effects of different drugs</li> <li>• To know about the laws relating to drugs common to everyday life and illegal drugs</li> <li>• To know and recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs</li> <li>• To know about the organisations where people can get help and support concerning drug use</li> <li>• To know how to ask for help if they have concerns about drug use</li> <li>• To know about mixed messages in the media relating to drug use and how they might influence opinions and decisions</li> </ul>	
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At Sheep Dip Lane Academy, we recognise the vital role we play, alongside parents and carers, in preparing our pupils for life outside the academy. With this in mind, we have developed a set of 4 life skills passports. These are progressive documents with a variety of different life skills for children to practise at home with the support of their families. As children complete a task we celebrate their achievements within school and display children on the Sheep Dip Hall of Fame.

EYFS

Use this **Learning for Life** Record of Achievement to track your progress in developing important life skills at home and at school.

Every time you complete a challenge, bring the evidence of it to your teacher and/or upload it to tapestry. You can share a photo or any other evidence that you have developed each life skill.

**Learning for Life Challenges** MUST be done as well as the **home learning** that we expect all pupils to do.

HOMELEARNING IS:

1. TO **READ FOR PLEASURE** AT LEAST **THREE TIMES PER WEEK**
2. COMPLETE THE **ONLINE phonics tasks**
3. PRACTISE the **SPELLINGS/ phonics flashcards** SENT HOME BY YOUR TEACHER

If you complete all your **Core Homework** and **Learning for Life Challenges** by the end of the school year, you will receive a special treat and join our Learners for Life, **Hall of Fame!**



# Learning for Life

## Record of achievement

### Foundation Stage (2022/23)



Your Name: \_\_\_\_\_

Your Class: \_\_\_\_\_

Learning for Life Challenges		Date when complete
<b>Self-Care</b>	Learn how to put washing in the washing machine and close the door.	
	Learn how to put on your sock, shoes and tie your shoe laces.	
	Learn to fasten up your coat	
	Brush your teeth by yourself	
	Get yourself ready for school - get out your own clothes and get dressed all by yourself.	
<b>Put on your own seat belt in a car</b>  <b>Learn your date of birth</b>  <b>Learn your address</b>  <b>Learn your parents name and phone number</b>		

Learning for Life Challenges		Date when complete
<b>Cooking and Nutrition</b>	Help and adult cook a meal.	
	Help you adult find food in the super market	
<b>Managing Money and Budgeting</b>	Recognise all coins	
	Make amounts with coins up to 10p	
<b>Personal Development</b>	Take part in a hobby, club, sport or activity out of school. Show how you have been dedicated, improved your skills and enjoyed taking part.	
	Learn to tell the time on an analogue clock	
	Know the days of the week and months of the year.	
<b>Learn how to cross a road safely</b>		

Use this **Learning for Life** Record of Achievement to track your progress in developing important life skills at home and at school.

Every time you complete a challenge, bring the evidence of it

to your teacher and/or upload it to **Seesaw**. You can share a photo or any other evidence that you have developed each life skill.

**Learning for Life Challenges** **MUST** be done as well as the **SeeSaw home learning** that we expect all pupils to do.

**SeeSaw HOMELEARNING** IS:

1. TO **READ FOR PLEASURE** AT LEAST **THREE TIMES** PER WEEK

2. COMPLETE THE **ONLINE SeeSaw tasks**



3. PRACTISE the **SPELLINGS** SENT HOME BY YOUR TEACHER

If you complete all your **Core Homework** and **Learning for Life Challenges** by the end of the school year, you will receive a special treat and join our Learners for Life, **Hall of Fame!**



# Learning for Life

**Record of achievement**

**Year 1 and Year 2 (2022/23)**



Your Name: \_\_\_\_\_

Your Class: \_\_\_\_\_



Learning for Life Challenges		Date when complete
Looking after yourself	Learn how to sort washing into different loads and use the washing machine with support from a grown up.	
	Learn how to clean your school shoes and brush your hair.	
	Learn to put the dishes away or load/ unload the dishwasher with the help of an adult.	
Our Environment	Weed or tidy up your outdoor space. Plant a seed and watch it grow.	
	Create a bug house or bee friendly area in your garden or an outside space.	
	Start to know which household items can be recycled, and help your grown up to do this.	
	Walk, scoot or cycle to school or 'Park and Stride' at least twice per week to help with around school pollution	
<b>Become a 'Sheep Dip Super Star':</b> Extend your knowledge of a topic, subject or important person that interests you. Share this information on <a href="#">SeeSaw</a> , or create a Poster and bring into school.		

Learning for Life Challenges		Date when complete
Healthy Eating	Plan, prepare and cook a healthy meal with supervision from an adult to chop and use the oven/ cooker. The meal must include all main food groups and be well balanced.	
	Set a budget for the meal with your parents or carers and help to buy the ingredients.	
Money and Fundraising	Choose something to save for and set yourself a goal. Agree how you will save the money (e.g. is it birthday money or will you earn it around the house?).	
	Take part an event that will help your community i.e. a little pick or fundraising event.  Decide an activity to do and how much you want to raise. Find out about the charity or community you are going to help.	
Other important life skills	Take part in a hobby, club, sport or activity out of school. Show how you have been dedicated, improved your skills and enjoyed taking part.	
	Learn to tell the time on a digital watch.	
	Learn to tie your shoe laces and pack your school bag independently.	
Learn basic first aid and lifesaving skills (this will be taught at school in Year 2)		

## Lower Key Stage 2

Use this **Learning for Life** Record of Achievement to track your progress in developing important life skills at home and at school.

Every time you complete a challenge, bring the evidence of it

to your teacher and/or upload it to **Seesaw**. You can share a photo or any other evidence that you have developed each life skill.

**Learning for Life Challenges** **MUST** be done as well as the **SeeSaw home learning** that we expect all pupils to do.

**SeeSaw HOMELEARNING** IS:

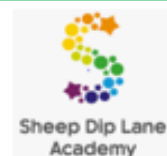
1. TO READ FOR PLEASURE AT LEAST THREE TIMES PER WEEK

2. COMPLETE THE **ONLINE SeeSaw tasks**



3. PRACTISE the **SPELLINGS** SENT HOME BY YOUR TEACHER

If you complete all your **Core Homework** and **Learning for Life Challenges** by the end of the school year, you will receive a special treat and join our Learners for Life, **Hall of Fame!**



# Learning for Life

## Record of achievement

### Year 3 and Year 4 (2022/23)



Your Name: \_\_\_\_\_

Your Class: \_\_\_\_\_

Learning for Life Challenges		Date when complete
Self-Care	Learn how to sort washing into different loads and use the washing machine with support from a grown up.	
	Learn how to clean your school shoes and brush your hair.	
	Learn to put the dishes away or load/ unload the dishwasher with the help of an adult.	
Environmental Awareness	Weed or tidy up your outdoor space.	
	Create a bug house or bee friendly area in your garden or an outside space.	
	Walk, scoot or cycle to school or 'Park and Stride' <u>at least twice per week</u> for the WOW living Streets project at school. Or, set your own physical challenge to improve your fitness.	
<b>Become a 'Sheep Dip Super Star':</b> Extend your knowledge of a topic, subject or important person that interests you. Share this information on <a href="#">SeeSaw</a> , or create a Poster and bring into school.		

Learning for Life Challenges		Date when complete
Cooking and Nutrition	Plan, prepare and cook two healthy meals with supervision from an adult to chop and use the oven/ cooker. The meals must include all main food groups and be well balanced.	
	Set a budget for the meals with your parents or carers and help to buy the ingredients.	
Managing Money and Budgeting	Compare prices in the shops. Look at brand-name items and own-brand products, which ones cost more and why, and how you can save money?	
	Take part an event that will help your community i.e. a little pick or fundraising event. Decide an activity to do and how much you want to raise. Find out about the charity or community you are going to help.	
Personal Development	Take part in a hobby, club, sport or activity out of school. Show how you have been dedicated, improved your skills and enjoyed taking part.	
	Learn to tell the time on both digital and analogue watch.	
	Learn basic first aid and lifesaving skills (this will be taught at school)	
Learn basic first aid and lifesaving skills (this will be taught at school in Year 4)		

Use this **Learning for Life** Record of Achievement to track your progress in developing important life skills at home and at school.

Every time you complete a challenge, bring the evidence of it

to your teacher and/or upload it to **Seesaw**. You can share a photo or any other evidence that you have developed each life skill.

**Learning for Life Challenges** **MUST** be done as well as the SeeSaw home learning that we expect all pupils to do.

SeeSaw HOMELEARNING IS:

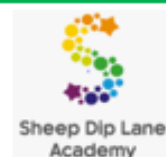
1. TO READ FOR PLEASURE AT LEAST FIVE TIMES PER WEEK

2. COMPLETE THE ONLINE SeeSaw tasks



3. PRACTISE the SPELLINGS SENT HOME BY YOUR TEACHER

If you complete all your **Core Homework** and **Learning for Life Challenges** by the end of the school year, you will receive a special treat and join our Learners for Life, **Hall of Fame!**



# Learning for Life

## Record of achievement

### Year 5 and Year 6 (2022/23)



Your Name: \_\_\_\_\_

Your Class: \_\_\_\_\_

Learning for Life Challenges		Date when complete
Self-Care	Learn to use the washing machine independently by selecting the correct programme and measure the right amount of laundry detergent.	
	Learn to wash and dry the dishes or load/ unload the dishwasher independently (be careful with knives and glasses!)	
	Learn to strip your bedding and re-dress your bed.	
Environmental Awareness	Learn how to organise the household recycling and investigate how your household could reduce waste.	
	Walk, scoot or cycle to school or 'Park and Stride' <u>at least twice per week</u> for the WOW living Streets project at school. Or, set your own physical challenge to improve your fitness.	
<b>Become a 'Sheep Dip Super Star':</b> Extend your knowledge of a topic, subject or important person that interests you. Share this information on <a href="#">SeeSaw</a> , or create a Poster and bring into school.		

Learning for Life Challenges		Date when complete
Cooking and Nutrition	Plan, prepare and cook at least three nutritious two course meals independently (with supervision with the oven/ cooker). The meals must include all main food groups and be well balanced.	
	Set a budget for the meals with your parents or carers and take some responsibility to buy the ingredients.	
Managing Money and Budgeting	Set yourself a savings challenge and record your savings on a spreadsheet (ICT).	
	Take part an event that will help your community i.e. a little pick or fundraising event. Decide an activity to do and how much you want to raise. Find out about the charity or community you are going to help.	
Personal Development	Take part in a hobby, club, sport or activity out of school. Show how you have been dedicated, improved your skills and enjoyed taking part.	
	Learn basic first aid and lifesaving skills (this will be taught at school)	
Learn basic first aid and lifesaving skills (this will be taught at school in Year 5 and 6)		

At Sheep Dip Primary Academy, we believe our job is to nurture our pupils to become thoughtful citizens. It is about providing our children with a plethora of rich experiences through trips and workshops, themed activities and visitors. It is about affecting the way our pupils see the world and develop life experiences.

Motivated by our desire to provide children with richness of experiences beyond the classroom we have created a list of 60 things to do before leaving Sheep Dip Lane Academy. The aim of this is to ensure that our pupils have the childhood experiences that all young people deserve. Each experience has been woven into the curriculum to ensure that every single pupil completes all 60 things by the time they leave us at the end of their primary education. Some of them, many many times over.

Each of these skills support our protected characteristics:



1	Meet a person from a different religion
2	Visit a church
3	Visit a mosque
4	Visit a synagogue
5	Build a den
6	Have a picnic
7	Know times tables to 12x12
8	Visit a castle
9	Visit a farm
10	Write to the royal family, local government or Prime Minister
11	Learn to ride a bike
12	Make a home for wildlife
13	Visit a museum
14	Read a classic children's story
15	Try foods from around the world
16	Celebrate Chinese New Year

17	Remember the brave soldiers with a visit from a veteran
18	Visit an elderly care home and read to the residents
19	Visit an elderly care home and sing carols
20	Take a trip on a train
21	Go to see a live show
22	Learn to swim
23	Perform a short play
24	Hear from a real author
25	Work with a real artist
26	Stay overnight somewhere
27	Visit a big city
28	Visit Hatfield library
29	Enter a competition that is run out of school
30	Visit the wildlife park
31	Visit the seaside and paddle in the sea
32	Raise money for a charity
33	Learn to play an instrument
34	Learn basic first aid skills
35	Watch a live sporting event
36	Visit a place of work
37	Create art with nature
38	Link with a school in a different area – pen pals/ shared story time
39	Go on a muddy welly walk
40	Plant a tree
41	Learn to cook
42	Hear live music
43	Hold an exotic animal such as a snake, bearded dragon etc.
44	Eat something you have grown
45	Play in a team
46	Learn to sew
47	Have a school responsibility
48	Join an after school club
49	Attend a disco
50	Make Christmas decorations/ calendars for family members

51	Learn about festivals and celebrations of other faiths
52	Compete in a sports day
53	Make and sell crafts at our school fair
54	Sit in a fire engine or Police car
55	Learn to dress yourself
56	Sing a song from memory
57	Learn another language
58	Achieve a school award
59	Go orienteering
60	Represent the school

Collective Worship at Sheep Dip Lane Academy



At SDLA, we ensure we utilise all opportunities to support and enhance the children’s PHSCE knowledge and deepen their learning. With this in mind, we carefully plan out all of our collective worship sessions. Each assembly links to our learning characteristics, a British Value and a PHSCE link to the overarching concepts is made. Alongside this we ensure we are covering religions and discussing the ELP values.

## Summer term 1:

Week beginning		Monday Whole school	Tuesday Class assembly	Wednesday Class assembly	Thursday Industrial action	Friday Whole school
Week 2 24-04-2023 Water safety	Theme	What does resilience look like in our school? How can you be resilient today?	Characteristics of a resilient learner	Water Safety assembly via live link with Yorkshire water		Celebration assembly and school values
	Led by	Mrs Parish	Class teachers	Class teachers to facilitate		Mrs Parish
		PHSCE Link			Health and wellbeing – Keeping safe	
RE Link						
		SDA Values/ Rules			Resilience	
British Values				Rule of law		
		Music			Here Comes the Sun <a href="https://youtu.be/TmBTYK7XZQk">https://youtu.be/TmBTYK7XZQk</a>	
ELP Linked Value		Include				

Week beginning		Monday Bank holiday	Tuesday Industrial action	Wednesday Class assembly	Thursday Class assembly	Friday
Week 3 01-05-2023 Coronation week	Theme			What are the British Values? 1. The Rule of Law <a href="https://youtu.be/QaY3Q8kv3Hk">https://youtu.be/QaY3Q8kv3Hk</a> <a href="https://youtu.be/1a4_JAHA8co">https://youtu.be/1a4_JAHA8co</a>	What are the British Values? 2. Democracy <a href="https://youtu.be/c-D2H5rUuDM">https://youtu.be/c-D2H5rUuDM</a>	Celebration assembly and school values
	Led by			Class teachers	Class teachers	Mrs Parish

		PHSCE Link			All different, all equal
	RE Link				
		SDA Values/ Rules			Respect/ Teamwork
	British Values		Rule of law		Democracy
	Music				The Coronation of Queen Elizabeth II I Was Glad Parry <a href="https://youtu.be/52NTjasbmgw?t=1360">https://youtu.be/52NTjasbmgw?t=1360</a>  Kings National Anthem KS2 pupils to practice
	ELP Linked Value		Integrity		

Week beginning		Monday Bank holiday	Tuesday Class assembly	Wednesday Class assembly	Thursday Class assembly	Friday
Week 4 09-05-2023  Year 6 SATS Week	Theme		School rules – teamwork, introduction of new breaktime resources	Can you prepare for emergency situations? <a href="https://www.picture-news.co.uk/discuss/2023-04-14/">https://www.picture-news.co.uk/discuss/2023-04-14/</a> (click watch the picture news)	Can you prepare for emergency situations? <a href="https://exceedlearnin.g.sharepoint.com/:p/s/WillowPrimary/EcrjwTezgTxJtAumUt2DqZgB-N3SbfUMLE35_VN1Kv-V0w?e=3mLXVL">https://exceedlearnin.g.sharepoint.com/:p/s/WillowPrimary/EcrjwTezgTxJtAumUt2DqZgB-N3SbfUMLE35_VN1Kv-V0w?e=3mLXVL</a>	Celebration assembly and school values
	Led by		Class teachers	Class teachers	Class teachers	Mrs Parish
		PHSCE Link				Healthy body/ keeping safe
	RE Link					
	SDA Values/ Rules		Teamwork	Investigation	Evaluation	
	British Values		Rule of Law	Individual liberty	Individual liberty	
	Music					Here Comes the Sun <a href="https://youtu.be/TmBTYK7XZQk">https://youtu.be/TmBTYK7XZQk</a>
	ELP Linked Value					

Week beginning		Monday Whole school	Tuesday Class assembly	Wednesday Class assembly	Thursday Class assembly/ Phase assembly	Friday Whole school
Week 5 15-05-2023	Theme	Earth day  <a href="https://www.youtube.com/watch?v=aW7BW0q8N7k">https://www.youtube.com/watch?v=aW7BW0q8N7k</a>	What is deforestation?  <a href="https://exceedlearning-my.sharepoint.com/:p:/g/personal/s_martin_willow_doncaster_sch_uk/EQMBJ0B4I4JUljuv9mCm2MB5XUp_eSM4hR7p2sSy0Tqzv?e=rm7ajc">https://exceedlearning-my.sharepoint.com/:p:/g/personal/s_martin_willow_doncaster_sch_uk/EQMBJ0B4I4JUljuv9mCm2MB5XUp_eSM4hR7p2sSy0Tqzv?e=rm7ajc</a>	Does the natural world have rights?  <a href="https://exceedlearning-my.sharepoint.com/:p:/g/personal/s_martin_willow_doncaster_sch_uk/EWef0i56E4xGIWQ3RDYEL-wBWtIMXATMW5cTLJxdYKGoNg?e=gbqAYX">https://exceedlearning-my.sharepoint.com/:p:/g/personal/s_martin_willow_doncaster_sch_uk/EWef0i56E4xGIWQ3RDYEL-wBWtIMXATMW5cTLJxdYKGoNg?e=gbqAYX</a>	Endangered species day  <a href="https://www.assemblies.org.uk/pri/3770/keep-the-animals-safe">https://www.assemblies.org.uk/pri/3770/keep-the-animals-safe</a>  PPT on share point of images	Celebration assembly and school values
	Led by	Mrs Parish	Class teacher	Class teacher	Phase lead/ Class teacher	Mrs Parish
			PHSCE Link		Belonging to a community	
	RE Link					
			SDA Values/ Rules		Respect Teamwork	
			British Values		Rule of law	
			Music		The Script - Hall of Fame <a href="https://youtu.be/mk48xRzuNvA">https://youtu.be/mk48xRzuNvA</a>	
		ELP Linked Value	Integrity		Integrity	

Week beginning		Monday Whole school	Tuesday Class assembly	Wednesday Class assembly	Thursday Class assembly/ Phase assembly	Friday Whole school
Week 5 22-05-2023	Theme	World cultural diversity day – PPT in folder	What is British Value – Tolerance? <a href="https://www.youtube.com/watch?v=kzqUk">https://www.youtube.com/watch?v=kzqUk</a>	Difference within our communities PPT in folder	Jewish festival Shavuot – Resources in folder	Celebration assembly and school values

			<a href="#">EY8I4I&amp;feature=youtu.be</a>			
	Led by	Mrs parish	Ppt in folder Class teachers	Class teachers	Phase lead/ class teacher	Mrs parish
			PHSCE Link	Belonging to a community		
	RE Link			Knowing different faiths	Judaism	
			SDA Values/ Rules		Respect Teamwork	
			British Values		Tolerance of other faiths and religions Respect	
			Music		<a href="#">imagine john lennon lyrics - YouTube</a>	
			ELP Linked Value		Integrity	