

| KSI Mixed Year 1&2 Medium Plan – RE – Autumn A – Autumn 2016- | | | | | | |
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| Week | Topic / Focus | Learning Objective (s) | Main Activity | Differentiation | Assessment Opportunities | Resources |
| 1/2 | Unit 1A What does it mean to belong? | understand that some families belong to the Christian faith discuss some typical Christian family devotions know a story from the Bible about Jesus | 1. Talk about belonging to the class, school, clubs and families. Look at badge on jumper- blazer Draw school badge and list some of the things they are involved in, do at school. 2. Talk about what it means to belong to be part of a family, including the concept of belonging to a religious family. If possible, watch a video showing a church family. (Sarah and Paul, EYFS festivals DVD, Espresso) Draw family members and discuss and maybe write about the things that their family group enjoy | Children write as much as they are able – Adult support where required | Listen to the children's answers to assess how much they understand the meaning of family-or religious family. | Sarah and Paul video, RE Espresso materials, EYFS Celebrations DVD., Internet. Family photos |
| 3/4 | Going to Church | To learn that there are a number of religions in the world That religious people have different ways of showing they belong to a faith. To learn how people show they belong to a religion. Appreciate that belonging to a church is like being part of a big family, sharing and doing things together | Discuss special places for the children what makes it special? Activity worksheet 4 Read story: Sarah and Paul go to Church. Activity worksheet: 3: church artefacts Discuss Sunday School activities Talk about and compare school community as a family. Draw a member of the school community, add a speech bubble | Children write as much as they are able – Adult support where required. Involve parents by asking them to help children with gathering information about a faith community or other special group that he may belong to. | Listen to the children's answers to assess how much they understand the meaning of family-or religious family. | Sarah and Paul Go to Church video Artefacts from various religions, Videos, reference books linked to major religions. |
| 5/6 | Harvest | appreciate the beauty of the natural world understand Christians belief of God as being the creator of these gifts look at how these gifts are celebrated at Harvest discuss the significance of sharing as an important part of this celebration | Video clip 3. Talk about School's Harvest celebrations. Possibly visit a supermarket. Identify diff fruits/veg. Plant in school garden. Look at Harvest hymn. Link to God as the creator/provider. Activity sheet 1. Sharing: make soup/bread to share. | . | Listen carefully to the children's answers to assess how much they understand the meaning of what it is to belong to a family-or religious family. | Harvest pictures/posters Visit Tesco supermarket Harvest hymn seeds to plant Sarah and Paul activity sheets |

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| 7/8 | Christmas is Coming | <p>To understand that Christmas is special for Christians Examine events surrounding the birth of Jesus Look at traditional preparations for Christmas around the world Explore why we give gifts at Christmas</p> | <p>Video clip 4 Discuss who is important in the children's lives Tell how Jesus is imp to Christians. Compare how their parents got ready for their birth with Mary and Joseph's preparations. Write about some things you do at Christmas time. Activity sheet 1. The Angels message: goodwill/peace. What does peace mean to the children in the classroom, playground? Draw a nativity scene. Compare the Wise Men's gifts to Jesus. Activity sheet 4: cloze work on gifts.</p> | | | <p>Sarah and Paul Video clip 4 Activity sheets Children's story Bible Nativity figures Advent calendar classroom Christmas decorations/tree candles</p> |
| 9/10 | Christmas is Coming | <p>To develop an understanding of what is meant by the idea of something 'precious'. To understand that some things cost nothing but still can be precious. To learn what 'Advent' means.</p> | <p>Discuss the excitement of Christmas and Birthdays. Include the element of waiting and discuss how Christians wait for the coming of Jesus during Advent. Look at the ways Advent is marked, candles, calendars etc. Discuss the children's 'best ever present'- and explain why it was so special to them. Discuss gifts that cost nothing but can make people happy Write about special cost free gifts and illustrate such a gift, saying why they have chosen it.</p> | <p>Children will identify aspects of their own experience and feelings in relation to giving and receiving gifts Children can identify what they feel to be of value and explain why. Children write sentences and illustrate about giving a precious gift</p> | <p>Listen carefully to the children's answers to assess how much they understand the meaning of Christmas</p> | <p>Sarah and Paul Video clip 4 Activity sheets Children's story Bible Nativity figures Advent calendar classroom Christmas decorations/tree candles</p> |

KSI Mixed Year 1&2 Medium Plans – Subject – RE – Autumn B – 2016-

| Week | Topic / Focus | Learning Objective (s) | Main Activity | Differentiation | Assessment Opportunities | Resources |
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| 1 | To develop the ability to ask questions about a story. | To develop thinking and life skills by learning to listen carefully to stories | Read an age-appropriate non-religious story that has an interesting subject or theme that can be used as a starting point for discussion. Ask members of the class to volunteer a question about the story. Ask the class to listen carefully without comment or interruption and to try and remember the questions. Then as a class choose the question they want to explore. Discussion with the teacher as facilitator. | Encourage all children to come up with a question. Mixed ability groups for group work | Look for chn who are able to listen to each other and those who always address the teacher not friends. Look for children who have good communication skills and those with good social skills such as working with others, empathy and tolerance. | A suitable story ie King Midas or The Last slice of Rainbow. |
| 2 | To understand how religious stories are used to convey important lessons. | To listen to a story from the Qur'an and talk about what it means; think about being thankful, and whether it is important to feel/show gratitude. | Read "The Valley of the Ants" "Explain that the word 'blessed' in the context of the story means given something special such as a gift or happiness. Discuss the things for which Sulayman was thankful and list them on the board. To whom did Sulayman say 'Thank you'? Explain that thankfulness to Allah is very important for Muslims. Ask children in the class if any of them 'give thanks' before a meal or feel grateful that they have enough to eat? Why might it be important to do this? Children role-play receiving and opening a present and then saying thank you. Discuss the concept of "saying grace". | Chn work in mixed ability groups to write a list of things they are thankful for under the heading "20 Blessings". | Ask the children to suggest similarities between an army of soldiers and an army of ants, illustrated with video clips and googled images. | "The valley of the ants" from <i>Goodnight Stories from the Quran</i> by Saniyasnain Khan, Goodwood Books, ISBN 81-7898-346-X Picture of ant or ants. |
| 3 | To learn that many religious people believe that their talents come from God; they will also learn that it is important to discover what we are good at, and that it is good to use our gifts to help others. | To start to explore religious ideas around the origin of talent. | Introduce the idea that we all have some natural abilities, but that these differ from person to person. Explain that Christians, Jews and Muslims believe that our abilities come from God. Read the story of 'David the Giant Killer'. Talk about David's job as a shepherd and why he would have learned to use a slingshot. Introduce the idea that David felt confident because he believed God had helped him to protect his flock from wild animals. | All children draw a picture of themselves using one of their abilities to help someone. MA to write a sentence about their drawing. The lesson could finish with an acknowledgement of each other's gifts. | Look for chn who find it hard to understand that they can use their gifts to help others. Finish with an acknowledgement of each other's gifts. | "David and Goliath" from <i>The Lion Storyteller Bible</i> , Bob Hartman (illustrator), Lion Publishing Plc |

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| 4 | To introduce the religious idea of miracles. | To listen to, think about and ask questions regarding a religious story about a miracle. | Read the story of <i>Judah who always said no!</i> . Explain that Jewish people believe that nothing is impossible for God, and that Jews also believe God uses his power only for good purposes. Define the word miracle. Describe the Jewish festival of light. Ask the children to suggest words that describe Judah. Talk about which qualities we should try to copy and why. Talk about some natural occurrences that can appear 'miraculous' (like rain coming just in time to save crops). Children look at a picture of the everlasting flame (<i>Ner Tamid</i>) burning in a synagogue. Discuss the symbolism of a light that is always kept burning, and how for many religious people this is a symbol of the eternal presence of God. Show examples of other eternal flames and what these flames symbolise. Pupils could cut flames from tissue, stick them in their books and write what they would like the flames to remind them of. | LA to be given support when thinking of what they would like the flames to remind them of. | Look for chn who ask interesting questions about stories. Do chn understand what a miracle is? | <p><i>Judah who always said "No!"</i> by Harriet K Feder</p> <p>One or more Hanukiah (candlesticks) and/or pictures from Google image search</p> <p>Eternal flame in Paris has burned continuously since 1921, in memory of all who died in World War I.</p> <p>Eternal flame in Arlington Cemetery for John F Kennedy</p> |
| 5 | To explore the concepts of remorse and forgiveness through the biblical story of Zaccheus | To begin to develop an understanding of being sorry and being forgiven. | <p>Read the children the story of Zaccheus. Discuss why Zaccheus was unpopular. Children cut out a picture of Zaccheus and stick it in the branches of a tree in outline. They then cut out leaves from green paper or foil and stick these onto the tree leaving Zaccheus' face looking between leaves.</p> <p>Zaccheus colouring page:</p> <p>http://www.sermons4kids.com/zacchaeus_jesus_esp_colorpg.htm</p> <p>Explain the difference between saying "sorry" to get out of trouble and actually feeling sorry. How do people react when you say sorry?</p> | Mixed ability groups of two or three children perform a role-play for the class, e.g. a falling out at playtime. They could enact a poor response that makes the situation worse and a response that restores the friendship. | Through written work and verbal contributions. | <p><i>The Lion Storyteller Bible</i></p> <p>http://www.bbc.co.uk/education/clips/z7kq6sg</p> <p>Picture of Zaccheus, outline of tree branches, green foil or paper or leaf outlines. Scissors and glue</p> |
| | To explore through a story the concept of not causing harm. | To be introduced to the Buddhist religion through the story of Siddhartha and the swan; be exposed to moral ambiguity. | Show the children a picture of a swan. Read the story of Siddhartha and the Swan, stopping at the point in the story right before the boys go to the king. Have a class discussion about who <i>they</i> thought was right—Siddhartha or his cousin Devadatta—and why they think their choice is the correct one. Discuss Buddha and what it means to be Buddhist. | LA chn to work as a group to think of ways we can be kind to animals and record ideas. | Through verbal contribution. | <i>Buddhist Stories</i> by Anita Ganeri, Evans Brothers Ltd. |

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| 6 | | | <p>Siddhartha, was a young man he became deeply concerned about the suffering in the world. Have a discussion about suffering. Have the children ever seen an animal or person who was suffering?</p> <p>Swan colouring pages: http://www.supercoloring.com/coloring-pages/birds/swans</p> | MA write list independently. | | http://www.clear-vision.org/Schools/Students/Ages-4-7/story-Siddhartha-swan.aspx |
| 7 | To introduce the concept of point of view. | Look at the story of Sita's swayamvara from several different points of view; understand that the same story can mean different things to different people. | Show video clip and explain it comes from Hindu tradition. Storyboard the elements in the story and discuss how they feel about the story. | Support given to LA when producing a story board of the story. | Through discussion and understanding of the story shown in their story board. | https://www.youtube.com/watch?v=xxeRZYrvU6A |
| 8 | To make connections between a traditional story and current events. | Apply a story from the Sikh tradition to a modern situation, i.e. that of refugees; think about how traditional stories can help us think about and discuss current problems. | Introduce the phrase the Sikh Faith and explain to the class that the story they are going to hear is about the first of ten gurus or teachers who taught the Sikh people how God wanted them to live. Explain about equality. Discuss migration then read the story of "The Milk and the Jasmine Flower". Discuss the symbolism in the story and the fact that we are all different. Write about us all being different and retell the story. | Support given to LA when recording their thoughts. MA retell the story. | How accurately can they retell the story? Can they remember the key points? To what extent are the children able to understand that Guru Nanak replied symbolically: he knew that the jasmine flower would float, i.e. that it wouldn't cause the milk to overflow, and therefore he was saying that there was always room for more? | Sikh Stories by Anita Ganeri |

| Medium Term Plans Mixed Year 1&2 – Spring A – Subject RE – Year 2 | | | | | | |
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| Week | Topic / Focus | Learning Objective (s) | Main Activity | Differentiation | Assessment Opportunities | Resources |
| 1 | Topic - Jesus the Teacher and Healer | To learn facts about the early teaching of Jesus. To begin to understand that Jesus chose ordinary people to do a very special job. | Tell the story of Jesus' temptations and his call of the fishermen. Complete cloze procedure sheet. Children will recall elements of the story. Children will understand that ordinary people were chosen to do very special work. | Less able children to use easier WS | Mainly by outcome- and how well children can recall the story. | Lion Children's Bible crayons |
| 2 | How and where Jesus taught inc. Feeding the Five Thousand. | To learn facts about Jesus teaching on the shore of Lake Galilee, on a boat and in the homes of different people. To investigate the nature of 'a miracle'. To begin to understand the deity of Jesus. | Tell the story of the feeding of the five thousand. Create the front page of a newspaper to report the event. Children will recall details of the places Jesus taught. Children will understand the term miracle and show some understanding of Jesus' deity in performing such acts. Link to Charity work for those in Africa who do not have sufficient food or water. I.e. Christian Aid | | | |
| 3 | Jesus teaches his disciples how to pray inc. The Lord's prayer. | To learn from memory a well-known Christian prayer. To begin to understand the meaning of the prayer. To understand the place of The Lord's Prayer in the Christian church | Discuss the elements of The Lord's Prayer. Create a decorated Lord's Prayer for display. | | | |
| 4 | Jesus heals Jairus' daughter. | To begin to understand the power of Jesus healing. | Tell the story of the healing of Jairus' daughter. Write a prayer asking/thanking God for healing or thanking God for doctors and nurses. Children will recall elements of the story. Children will acknowledge the power of Jesus healing. | | | |
| 5 | Jesus heals the man let down through the roof. | To begin to understand that bodily healing can be connected with spiritual healing. To investigate the idea of 'feeling OK'. | Tell the story of Jesus healing the man let down through the roof. Discuss and write sentences about 'good' and 'bad' feelings. Discuss how we can make things better. (if appropriate, discuss the fact that some people don't get healed but that God loves them just as much.) Children will understand the connection between 'bad feelings' and not feeling well. | | | |

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| | | | (Children will acknowledge that physical healing is not for all.) | | | | |
| 6/7 | Palm Sunday and Holy week | To learn the facts and the events of Holy week and Palm Sunday. To examine the feelings of groups involved in these events To have an understanding of the buildings of tensions at the time. | Tell the story of Jesus' procession into Jerusalem on a donkey. In groups brainstorm about the feelings of -The disciples -The man who owned the donkey -The crowd The pharises Complete sheet about the feelings of the different characters Children will recall elements of the story. Children will have an understanding of the feelings of different groups of people and how this developed the tension during the week, leading to the events of Good Friday | Mixed ability tables | | | |
| 7/8 | The Last Supper | To learn the facts about the Last Supper. To make connection with the Last Supper and the Communion service of today | Tell the story of the Last Supper, dramatised as possible. Make a comparison with the communion service of today Song: Think of me every time. Children will experience the Last Supper Story. | Mixed ability tables | | | |
| 9/10 | How Does The Easter Story Reflect Suffering | Describe in simple terms the concept of suffering | 1) Brainstorm in talking partners what they think the word 'suffering' means. 2) Teacher to scribe ideas using Easiteach or a flip chart. Main activity: 1) Tell the children of the dictionary definition of suffering: 'to experience or to be forced to endure something unpleasant'. 2) Play 'Do they know it's Christmas?' – Band Aid. What suffering was happening here? So why was the single released? 3) What other suffering in the world can they think of? (E.g. war, famine, hurricanes, floods.) 4) Load Espresso onto the whiteboard. Using the search facility look at videos re hurricanes / floods/ war etc and ask the children to listen | Mixed ability tables | | | Band aid single Espresso W. Board Digital Camera |

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| | | | <p>closely to the people's responses. (Use the Geography Key stage 2 natural disasters module.)</p> <p>5) Give each group a word to about suffering – pain, illness, grief, accident, loss.</p> <p>6) Ask each table group to freeze frame their word. (Take a photo using the digital camera.)</p> | | | |
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| Medium Term Plan Mixed Year I&2 – Spring Year B – Subject RE | | | | | | |
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| Week | Topic / Focus | Learning Objective (s) Children should learn: | Main Activity | Differentiation | Assessment Opportunities | Resources |
| 1 | The Stories Jesus Told The parable of the Lost Sheep | What a parable is | Tell the parable of The Lost Sheep. Ask what the message is. Link with children's own experiences of having lost and then found something imp't to them. Make 3D picture of story. | Less able: adult support to write captions for story. More able: write an explanation to accompany tableau and captions, saying who told the story and what he was trying to teach people. | Understanding from completed written work. Responses to questions. | Bible story: The Lost Sheep. Photocopiable Activity Book: Christian Faith |
| 2 | The parable of the Lost Coin | Identify the key concepts in parables | Remind of previous lesson. Read parable. Use picture to question. Tell own story of something lost. | Less able provide a word bank and/or sentence beginnings to write own story. More able: Write story, think about why Jesus spent more time with sinners, add to story. | Understanding from completed story. Responses to questions. | |
| 3 | The parable of the Prodigal Son | Respond sensitively to the feelings and experiences of other people | Familiarise with bible. Use pictures to answer questions about feelings, father, brother, son? Activity sheet: How would you react to someone who says sorry? | Differentiated activity sheet. | Responses to questions, written work. | Bible, Bible Story: The Prodigal Son, activity sheets |
| 4 | The parable of the Good Samaritan | Explain the story of the Good Samaritan incorporating the theme of bullying/discrimination | Remind of the message of parables. Listen to story. Discuss, brainstorm possible message of story. Talk about bullying. How would we act? Act out diff playground situations. | Work in mixed ability groups with teacher support. | Response to and understanding of the issue of bullying/discrimination in own lives and that of friends. | Bible story: The Good Samaritan |
| 5 | The parable of the Houses | Jesus communicated difficult ideas through stories – living a good life. | Talk about rules, need for them, refer back to the Torah lessons. What happens when we do not follow rules? Tell parable of The Houses. | Complete story. | Responses to questions about interpretation of the story related to children's own lives. | Bible story: The Houses, activity sheet |
| 6 | The parable of the Mustard Seed and the Yeast | What the kingdom of God is like. | Read a parable to show what the kingdom of God was like. Write captions beginning: The kingdom of God is like ... | Brainstorm ideas, create wordbank | Written work to show understanding of the kingdom of God. | Bible story: The parable of the Mustard Seed and the Yeast. |
| 7 | Jesus the storyteller | What have we learned about Jesus by listening to these parables? | Discuss/question. What have we learned about Jesus through his stories? Discuss again the parable of The Two Houses. Answer following questions: Who are the people in the story? What happens in the story? What did you learn about the people in the story? Why do you think Jesus told this story? What do you like about the story? What does the story tell us about God? | Range of questions to include all abilities. | Responses to questions. | |

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| 8 | Celebrations: The things we celebrate | That religions involve celebration That festivals are occasions for remembering particular events | Discuss meaning of word celebrate. What do the children celebrate. Look at picture in Photo Book, discuss. List other religious festivals they know. Sort a collection of greeting cards acc to festival. | HA: find out why a particular image is often used. LA: from the collection, ask children to choose cards for some festivals | Children's response and contribution to discussion. | cards, Celebration, Dorling Kindersley, 1997, Copy and Cut Festivals, Paul Johnson, A&C Black 1996, Holi, Dilip Kadodwala. Evans, 1997, The World of Festivals Philip Steele, Wayland 1996 |
| 9 | A Birthday | Develop understanding of annual celebrations | Discuss 'milestones' in people's lives and how these are celebrated. Use Photo Book, answer questions about pictures, what is being celebrated. Explore collection of birthday cards focussing on vocabulary used. Expand discussion to religious birthdays – Buddha, Jesus, and Krishna. | HA: Prepare a talk about a special birthday celebration of a key figure from a religion LA: Make a card for celebrating the birthday of a key figure from a religion | Use of new vocabulary, children's response and contribution to discussions which demonstrates understanding | |
| 10 | Chinese New Year | Appreciate New Year as a cleansing and renewing as well as a time for celebration | Make Chinese dragon masks. Watch Espresso to find out about the background to this celebration and to watch the procession. | HA: complete a chart comparing the Chinese New Year with that of a religious event. LA: write a New Year card to wish people luck. Make cards look Chinese. | Use of new vocabulary, children's response and contribution to discussions which demonstrates understanding | |
| 11 | Baisakhi | Develop understanding of the Sikh festival of Baisakhi | Using picture, discuss and elicit information about what it is to be a Sikh. Discuss clothes, colour, and flag. Listen to story of Baisakhi Make a Nishan Sahib from paper and glue onto a stick. | HA: Use information books to help write an account about a Baisakhi celebration. LA: Plan an account of the celebration using a flow chart approach. | Written accounts in children's flow charts information books | |
| 12 | Holi | Key features of the Hindu festival of Holi | Using picture, discuss and elicit information about the people. Think about how the people came to be covered in red dye. | Write a poem about Holi. | Written outcome | |
| 13 | Easter | Learn about the significant features of the Easter story | Read story and discuss. Listen to the story of Jesus' journey into Jerusalem and the crucifixion. Focus on the resurrection. | Make collage crosses. Write a prayer | | Children's bible. Art materials, cardboard cross template, special prayer paper |
| 14 | | Learn about the significant features of the Easter story | Discuss the symbolic meaning of giving eggs at Easter time, relating to new birth. | Make an Easter card for mummy and daddy. | Children's contribution to discussion that shows understanding of the sacrifice made by God. | art materials. |

| Medium Term Plan Mixed Year 1&2 Summer – Subject RE – Year A & B | | | | | | |
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| Week | Topic / Focus | Learning Objective (s) Children should learn: | Main Activity | Differentiation | Assessment Opportunities | Resources |
| 1 (A) | To explore the meaning of sacred texts. | To distinguish stories with a meaning and explain how these might impact on a reader's life. | Why do people tell stories that have a meaning? Introduce a favourite book and explain reasons for choice. Invite librarian to talk. Discuss reasons for books being special to people. Children can talk about their favourite book and say why it's special to them. Talk about how they treat it/ look after it. Talk about stories with meanings/morals – what do these stories tell us? Invite a Christian to talk about/ answer questions about how the Bible is special to them - when they read it, where they keep it, why it is important to them, etc. | Choice of activities through which children can give some reasons why the Bible is special to a Christian, e.g. tell the group, make a list, write or role play as if they were a Christian explaining it to someone, draw pictures with captions. | Look for chn who are able to empathise with others and are open to their views. | <i>Bibles, Christian visitor, Librarian or visit to library.</i> |
| 2(A) | To talk about the meaning sacred texts have for believers. | To recall faith stories with meaning and explain how they might be used within faith communities to teach believers how to live | Read examples of Psalms. Talk about the feelings they evoke and what they say about God. Listen to psalms being sung. Children to choose a psalm or extract that they enjoyed and make a picture of what they see when they think about it, or compose some music to play as it is read. Write own psalms or learn to sing a simple psalm, e.g., Fill your hearts with joy and gladness. | MA to work independently La to be supported with their ideas. | <i>All learners should be able to recall the outline of stories from faith communities which have meaning Most learners should be able to identify questions that believers might ask about life that might be answered by these stories Some learners should be able to suggest how and why faith communities use these stores to teach people how to live</i> | <i>Examples of Psalms,</i> |
| 3(A) | To identify the important ideas from these stories and suggest what impact they might have on the life of a believer | To understand the effect sacred texts have on believers. | What do these stories tell believers about important things in life? Continue with looking at different faith stories e.g. The Lost Son (Luke 15:11-32), The Story of Noah, Rama and Sita, Guru Nanak etc. Discuss with children the meanings of these stories and messages within them. Pupils could talk about role models and how the good characters set examples for followers. Ask pupils to choose a character from a story and example how they could follow this role model in their daily life. | LA to be supported in their writing. | <i>All learners should be able to identify some important ideas from the stories Most learners should be able to suggest what the stories say to believers about how they should lead their lives Some learners should be able to demonstrate how the story would impact on a believer's life if they put the teaching into practice</i> | <i>Copies of faith stories, Copy of the Qur'an, Faith Stories and Stories about God (RE Today, Developing Primary RE www.retoday.org.uk/).</i> |
| 4 (A) | To know that the Muslim sacred text is the Qur'an | To understand how sacred texts are treated. | Demonstrate how the Qur'an is treated and read by Muslims, including washing hands before use. If possible, invite a Muslim to do this. Choice of activities which enable children to show knowledge of how Muslims show that the Qur'an is special to them, e.g. demonstrate or explain how the Qur'an is treated. Let the children see and talk about Arabic writing. They could | Support given to chn who struggle to copy the writing. | Responses to discussion and understanding that some writing is different to ours. | <i>Copies of faith stories, Copy of the Qur'an, Faith Stories and Stories about God (RE Today, Developing Primary RE www.retoday.org.uk/).</i> |

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| | | | try to copy or decorate a word or phrase as beautifully as they can. | | | |
| 5 & 6 (A) | <i>Lifescance</i> | To identify important ideas from stories with meaning and explain how different people might respond | What can stories tell you about important things in life? Read part of a sura (e.g. 4: 99 “Allah doth blot out sins again and again”; 16: 79 “Look at the birds, held poised in the midst of the air. Nothing holds them up but the power of Allah”; 88: 17-20 “Look at the camels how they are created and at the sky how it is raised high, and at the mountains how they are fixed firm, and at the earth how it is spread out”)) Talk about what it tells a Muslim about God. Match these suras to characteristics of God using cards saying, e.g. “Made a beautiful world”, “Forgives people”, “Looks after living things”. Structure of lesson could follow – unfolding the religious story, asking puzzling questions during reflection, creative work based on the story, sharing ideas and listening to others respond. Make a special class book of poems and stories | Teachers support where needed. Extension: more complex sentences with extra details. | <i>All learners should be able to respond to stories written to help children understand things which are puzzling in life Most learners should be able to identify possible meanings for the stories and suggest what the stories say about right and wrong Some learners should be able to share what they think about the stories, suggest how this might affect the way they behave and say how it might be different for other people</i> | |
| 1(B) | How do people use actions, gestures and rituals in their daily lives? | To identify everyday actions, gestures and rituals and say what they mean | If possible, begin this unit following a school assembly. Talk about why everyone meets together and what they do. Encourage pupils to think about different rituals during assembly e.g. lighting a candle, singing hymns, praying, listening to stories and music, thinking about other people’s ideas, looking at beautiful things, taking part, watching and appreciating the contribution of others. Play extracts of a variety of music used in school worship and encourage the children to talk about how each one makes them feel. Discuss whether we all respond in the same way and why/why not. A popular piece of music could be played again and children could draw pictures of what it makes them think about. Talk about the different responses. If you have a visual focus in school worship, talk about whether and why they find this helpful | By outcome | <i>All learners should be able to identify some everyday actions, gestures and rituals Most learners should be able to say how these actions, gestures and rituals might be used Some learners should be able to suggest what these actions, gestures and rituals might mean to all those involved</i> | <i>Selection of music.</i> |
| 2(B) | How do faith communities use actions, gestures and rituals as part of worship and ceremonies? | to identify actions, gestures and rituals used as part of worship and ceremonies and suggest why they might be important to believers | As a class, look at and talk about pictures of people involved in different aspects of religious worship e.g. singing, praying, playing musical instruments, dancing. Draw out some of the similarities and differences in the way they worship. Give pairs or small groups of children a picture to look at in more detail. Ask them to discuss and share ideas about what the people in the picture are doing, how they are expressing themselves and what they might be looking at, listening to, saying or singing. They could also talk about how they think the people are feeling. Ask each group to share their observations and ideas. As a class, talk about the similarities and differences in the way people worship and why this might be. Play extracts from different types of worship music and ask the children which ones they liked best. Did they all choose the same? Why/why not? Discuss whether some types of music might be more suitable for some occasions or some parts of worship than others (e.g. praising God or quiet prayer) | TA support for LA with their ideas | <i>All learners should be able to identify actions, gestures and rituals used as part of worship or ceremonies Most learners should be able to say how these actions, gestures and rituals might be used Some learners should be able to suggest why these actions might be important to believers</i> | <i>Pictures of different religions praying, singing, dancing etc.</i> |

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| 3(B) | What do these actions, gestures and rituals mean and why are they important to believers? | To link actions, gestures and rituals to faith stories and beliefs | If possible, visit a local place of worship (or two contrasting ones) and look at some of the imagery (stained glass windows, cross, altar, prayer cushions etc.) which helps people to worship God. Talk about which building (if two visited) and which images would help them to think about God, and why. Did they all choose the same? Why/why not? Encourage children to share their own experiences of worshipping with others if they wish do so. What do they enjoy/find helpful about their place of worship/type of service? Look at different religions such as Islam and the different rituals Muslims follow and the ways they pray (taking off shoes before entering Mosque, washing, prayer mat facing Mecca etc.) | | <i>All learners should be able to link faith stories with actions gestures and rituals Most learners should be able to suggest what these actions might mean to a believer Some learners should be able to make links between actions, gestures, rituals and beliefs</i> | <i>Visit to contrasting places of worship, images of different places of worship, BBC Learning Zone video clips of different religious rituals when praying.</i> |
| 4/5 (B) | How can you show what or who is important to you through actions, gestures and rituals? | To identify actions, gestures or rituals from their own experience and suggest how this might express what is important to them | Talk about why people sometimes like to pray or think about God on their own. Explore some of the things which might help them to concentrate and feel close to God? e.g. closed eyes, music, a picture or icon, prayer beads, some words from a hymn or special book. Encourage the children to share anything they want to about when they like to be on their own to think or pray and what they use to help them. | | <i>All learners should be able to identify actions, gestures and rituals from their own experience Most learners should be able to suggest what these actions, gestures and rituals might mean to them Some learners should be able to share ideas about what these actions, gestures and rituals say about what is important to them.</i> | |

| Core Theme 1: Health and Wellbeing | Core Theme 2: Relationships | Core Theme 3: Living in the Wider World |
|--|--|--|
| Topic areas: Healthy lifestyles Keeping safe Growing and changing | Topic areas: Healthy Relationships Feelings and emotions Valuing difference | Topic areas: Rights and responsibilities Taking care of the environment Money matters |

| Autumn Term Autumn Term | | | |
|---|--|---|--|
| Developing the overarching concepts of: | Through the contexts of: | | |
| <p>Identity (personal qualities, attitudes, skills, attributes and achievements and what influences these)</p> <p>Relationships (including different types and in different settings)</p> <p>Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings)</p> <p>Diversity and equality (in all its forms)</p> <p>Power (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)</p> <p>A healthy (including physically, emotionally and socially) balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and diet)</p> | <p>Autumn 1: Core theme 2: Relationships</p> <p>Pupils should be taught:</p> <p>How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts</p> <p>How to recognise and manage emotions within a range of relationships</p> <p>How to recognise risky or negative relationships including all forms of bullying and abuse</p> | <p>Autumn 2: Core theme 1: Health and wellbeing</p> <p>Pupils should be taught:</p> <p>What is meant by a healthy lifestyle How to maintain physical, mental and emotional health and wellbeing</p> <p>How to manage risks to physical and emotional health and wellbeing Ways of keeping physically and emotionally safe</p> | |
| | Essential Skills | <p>Active listening</p> <p>Awareness of own needs</p> <p>Drawing conclusions</p> <p>Empathy</p> <p>Making decisions and choices</p> <p>Managing risk and personal safety</p> <p>Perception of how peers show feeling</p> <p>Recognising safe sources of support</p> <p>Resilience</p> <p>Resolving conflict</p> <p>Self-management</p> <p>Self-reflection</p> | <p>Active listening</p> <p>Affirming self and others</p> <p>Analysing and evaluating situations</p> <p>Communicating ideas and views to others</p> <p>Drawing conclusions</p> <p>Empathy</p> <p>Giving constructive feedback to others</p> <p>Looking at evidence</p> <p>Making decisions and choices</p> <p>Managing pressure and stress</p> <p>Managing risk and personal safety</p> <p>Recalling and applying knowledge and skills</p> <p>Recognising need for peer approval</p> <p>Recognising distorted thinking</p> <p>Resilience</p> <p>Self-managing feelings</p> <p>Self-reflection</p> <p>Setting challenging goals for self</p> <p>Team working</p> |
| | Spring Term | Through the contexts of: | |
| Developing the overarching concepts of: | Through the contexts of: | | |

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|---|---|---|
| <p>Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these)</p> <p>Relationships (including different types and in different settings)</p> <p>Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings)</p> <p>Diversity and equality (in all its forms)</p> <p>Power (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)</p> <p>A healthy (including physically, emotionally and socially) balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and diet)</p> | <p>Spring 1</p> <p>Core theme 1: Health and Wellbeing</p> | <p>Spring 2</p> <p>Core theme 2: Relationships</p> |
| | <p>Pupils should be taught:</p> <p>About managing change, including puberty, transition and loss</p> <p>How to make informed choices about health and wellbeing and to recognise sources of help with this</p> <p>How to respond in an emergency</p> <p>To identify different influences on health and wellbeing</p> <p>Ways of keeping physically and emotionally safe</p> | <p>Pupils should be taught:</p> <p>How to recognise and manage emotions within a range of relationships</p> <p>How to respond to risky or negative relationships and ask for help</p> <p>How to respect equality and diversity in relationships.</p> |
| | <p>Essential Skills</p> | |
| | <p>Active listening</p> <p>Affirming self and others</p> <p>Communicating ideas and views</p> <p>Empathy</p> <p>Resilience</p> <p>Self-reflection</p> <p>Using constructive feedback</p> | <p>Active listening</p> <p>Affirming self and others</p> <p>Analysing and evaluating situation</p> <p>Communicating ideas to others</p> <p>Communicating ideas and views to others</p> <p>Empathy</p> <p>Giving constructive feedback</p> <p>Recognising distorted thinking</p> <p>Self-management</p> <p>Self-reflection</p> |

Summer Term

| Summer Term | | |
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| Developing the overarching concepts of: | Through the contexts of: | |
| <p>Diversity and equality (in all its forms)</p> <p>Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)</p> <p>Career (including enterprise, employability and economic understanding)</p> <p><i>*It is important to read this section along with any guidance produced by citizenship education organisations such as the Association for Citizenship Teaching</i></p> | <p>Summer 1</p> <p>Living in the Wider World</p> | <p>Summer 2</p> <p>Living in the Wider World</p> |
| | <p>Pupils should be taught:</p> <p>About respect for self and others</p> <p>The importance of responsible behaviours and actions</p> <p>About rights and responsibilities as members of families, other groups and ultimately as citizens</p> <p>About different groups and communities</p> <p>To respect equality and to be a productive member of a diverse community</p> | <p>Pupils should be taught:</p> <p>About the importance of respecting and protecting the environment</p> <p>About where money comes from, keeping it safe, and the importance of managing it effectively</p> <p>How money plays an important part in people's lives</p> <p>A basic understanding of enterprise</p> |
| | <p>Essential Skills</p> | |
| | <p>Affirming self and others</p> <p>Analysing and evaluating situations</p> <p>Communicating ideas and views</p> <p>Drawing conclusions</p> | |

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| | Empathy Formulating questions Gathering and using data (assessing validity and reliability) Giving constructive feedback to others Looking at evidence Making decisions and choices Managing risk and personal safety Negotiation Planning Recalling and applying knowledge and skills Recognising distorted thinking Resilience Resolving conflicts Self-reflection Setting challenging goals Team-working |
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Key Stage 1 Core Theme 1: Health and Wellbeing

Year One: Grid A

Topic: Healthy Lifestyles

Aim of these sessions: To understand what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health
 Learning opportunity number 1 Suggested number of sessions: 2

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| Year One | |
| Objectives: To learn: about some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food) | Learning Outcomes: The learner will be able to: Identify some ways of taking care of themselves List favourite foods and say which ones are important to keep them healthy and which ones need to be eaten in moderation Describe how physical activity, sleep and exercise helps their bodies to grow and helps them to feel well |
| Essential skills: Active listening Self-reflection Make decisions and choices | Key Questions: What do we think we need to do to keep ourselves healthy? What do we do during our day that keeps us healthy? What do we think healthy people do and don't do? What things can we do when we feel good and healthy? |
| Additional Guidance: Stories or information books on the theme. <i>Ketchup on Your Cornflakes</i> by Nick Sharratt could be used for an engaging start to the session. Be aware that some pupils are in family circumstances that make it difficult to ensure that they can follow a healthy lifestyle or may have family members who have serious health-related illnesses. During key stage 1, pupils are beginning to evolve their self-image, this is an opportunity to help them feel good about themselves. It is important for pupils to know that exercise might not make you feel well at the time, but that the 'well' feeling may come later. It is best practice to talk about 'healthy' food and 'not-so healthy' food, rather than 'good food' and 'bad food'. | |

Key Stage 1 Core Theme 1: Health and Wellbeing

Year One: Grid B

Topic: Healthy Lifestyles

Aim of these sessions: To recognise what they like and dislike (how to make real and informed choices that improve their physical and emotional health), and that choices can have good and not so good consequences
 Learning opportunity number 2 Suggested number of sessions: 2

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| Year One | |
| Objectives: To learn: about what they like and dislike about what it means to make a choice how choices can improve how they feel and look | Learning Outcomes: The learner will be able to: describe what they like and what they dislike recognise what a choice is identify some choices they can make recognise choices have consequences |
| Essential skills: Active listening Make decisions and choices Drawing conclusions | Key Questions: What do we like to do that makes us feel good? What choices do we make during our day? Why do we make these choices? What if we chose something else? How would this make us feel? |
| Additional Guidance: Stories where the young characters make choices that lead to consequences, e.g.: Goldilocks. This group of lessons may be taught before the healthy lifestyle lessons, learning opportunity 1, so that pupils can talk about informed choices as an important part of a healthy lifestyle. Ensure ground rules or a working agreement is in place so that pupils have a safe environment in which to reflect on the impact of their choices. An <i>informed choice</i> means using what the pupil already knows to inform their choice or decision. | |

Key Stage 1 Core Theme 1: Health and Wellbeing

Year One: Grid C

Topic: Healthy Lifestyles

Aim of these sessions: To learn about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings

Learning opportunity number 4

Suggested number of sessions: 1-2

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| Year One | |
| Objectives: To learn: About different kinds of feelings we may have About the different ways we can manage feelings | Learning Outcomes: The learner will be able to: Name feelings they have had both good and not so good Explain where in their bodies they have these feelings and their faces show these feelings to others Describe when and where they have experienced different feelings Explain what makes them feel good and what makes them feel not so good Identify strategies they can use to help them manage their feelings |
| Essential skills: Self-managing feelings Self-reflection | Key Questions: What makes us feel good? What makes us feel not so good? When do we feel happy or sad? What can we do or who can we talk to when we feel good or not so good? |
| Additional Guidance: Stories where young characters encounter good and not so good feelings or a range of different feelings. Use these to talk about alternative endings or use Fast Forward or Wind Back strategies. Ensure ground rules or a working agreement is in place so that pupils may explore situations that indicate they are vulnerable or at risk, in which case safeguarding protocols should be actioned. This session can be linked with the session for leaning opportunity 13 Core Theme 1. | |

PSHE Association lessons plans for teaching about mental health and emotional wellbeing can be found at www.pshe-association.org.uk/mentalhealth

Key Stage 1 Core Theme 1: Health and Wellbeing

Year One: Grid D

Topic: Healthy Lifestyles

Aim of these sessions: To learn the importance of and how to maintain personal hygiene

Learning opportunity number 6

Suggested number of sessions: 2

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| Year One | |
| Objectives: To learn: About basic personal hygiene routines | Learning Outcomes: The learner will be able to: Describe how to use and dispose of tissues correctly Describe how to wash their hands correctly Describe how to take care of their teeth Describe routines to take care of their bodies Explain how to keep their bodies clean and healthy |
| Essential skills: Self- organisation Make decisions and choices Managing risk | Key Questions: What goes on to our bodies to help keep them clean Who puts it there? How does it make us feel? What do we do every day/sometimes to keep our bodies clean? What do other people do to our bodies to keep them clean and healthy? What are we responsible for? |
| Additional Guidance: Suggested video clip: https://www.youtube.com/watch?v=CG8F-6dZk8k - The Bath Song. Storybooks on the theme such as <i>The Smelly Book</i> by Babette Cole. These lessons can be combined with the session for learning opportunity 7 on the spread of viruses and taught in either Year 1 or Year 2. <i>Science programme of study links: Animals, including humans - statutory requirements, pupils should be taught to: identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</i> <i>Notes and guidance (non-statutory) - pupils should have plenty of opportunities to learn the names of the main body parts, through games, actions, songs and rhymes.</i> | |

Key Stage 1

Core Theme 1: Health and Wellbeing

Year One: Grid E

Topic: Healthy Lifestyles

Aim of these sessions: To understand how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others

Learning opportunity number 7

Suggested number of sessions: 1

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| Year One | |
| Objectives: To learn: About the spread of infections | Learning Outcomes: The learner will be able to: Describe how some diseases are spread, i.e. coughs, colds Describe simple steps that they can take to stop the spread of germs (i.e. hand washing, use of tissues, covering their mouth when they cough) |
| Essential skills: Resilience Making decisions and choices | Key Questions: What choices can we make that can help stop germs and diseases spreading? What can we do to help keep our bodies healthy? |
| Additional Guidance: | |

Stories or information books such as *Germ*s by Ross Collins, *Germ*s are not for Sharing by Elizabeth Verdick.
 Pupils could practice on dolls, have a discussion with school nurse or health visitors.
 This session can be taught in either Year 1 or Year 2. This session can be combined with the session for learning opportunity 6.
 Suggested materials: *Catch It, Bin It, Kill It* UK Government campaign materials
 Science programme of study links: *Animals, including humans - statutory requirements, pupils should be taught to: identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.*
 Notes and guidance (non-statutory) - pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.

Key Stage 1 Core Theme 1: Health and Wellbeing Year One: Grid F Topic: Growing and changing

Aim of these sessions: To learn about the process of growing from young to old and how people's needs change. About growing and changing and new opportunities and responsibilities that increasing independence may bring

Learning opportunity number 8 & 9

Suggested number of sessions: 2

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| Year One | |
| Objectives: To learn: About growing from young to old | Learning Outcomes: The learner will be able to: Describe changes that have happened to them since they were a baby Explain how their needs have changed Explain how their needs will change as they grow older Describe something they can do now that they could not do before (see additional guidance) |
| Essential skills: Self-reflection Affirming self and others Reviewing own progress | Key Questions: How do we know we are growing? What do we think made us grow? Who helped us grow? What can we do on our own? What can we reach now? What do we need to do now that we can do things on our own? How do we feel about growing up? |
| Additional Guidance: Stories about growing up and how needs have changed, such as <i>Once There Were Giants</i> by Martin Waddell or <i>Wilfred Gordon MacDonald Partridge</i> http://www.storylineonline.net/wilfrid-gordon-mcdonald-partridge/ . Pupils could bring in photographs showing the changes that have occurred since their birth (adapt or omit where there are pupils who do not have photos of themselves as babies). Pupils may describe what they can do now, for example 'I can reach the front door handle'. Pupils' thinking should be extended on to thinking about what they have to do now that they can do these things, such as 'not going out without telling a grown up', or 'not leaving the front door open'. Extra sensitivity will be needed for SEND pupils who may not be able to demonstrate increased independence in explicit ways. Also to pupils that have experienced a great deal of change in their personal lives. | |

Key Stage 1 Core Theme 1: Health and Wellbeing Year One: Grid G Topic: Growing and Changing

Aim of these sessions: To know the names for the main parts of the body (including external genitalia) and the similarities and differences between boys and girls

Learning opportunity number 10

Suggested number of sessions: 1

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| Year One | |
| Objectives: To learn: the correct names for the main parts of the body About similarities and differences between boys and girls | Learning Outcomes: The learner will be able to: Recognise and use the correct names for main parts of the body including external genitalia Describe similarities and differences between boys and girls and explain that they are of equal value Compare physical differences |
| Essential skills: Using and applying data Affirming self and others | Key Questions: What parts of our bodies can we see? What are the names of all the different parts of our bodies? |

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| | <p>What sizes and shapes are people? How are our bodies like other people's bodies? How are our bodies different to other people's bodies?</p> |
| <p>Additional Guidance: Use stories and information books, anatomically correct dolls and photo cards. Ensure that pupils know and use the correct names for body parts that you are referring to in the lesson. Refer to school's SRE policy <i>Science programme of study links: Animals, including humans - statutory requirements, pupils should be taught to: identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</i> <i>Notes and guidance (non-statutory)- pupils should have plenty of opportunities to learn the names of the main body parts , through games, actions, songs and rhymes.</i></p> | |

Key Stage 1 Core Theme 1: Health and Wellbeing Year One: Grid H Topic: Growing and Changing
 Aim of these sessions: To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals
 Learning opportunity number 3 Suggested number of sessions: 1

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| Year One | |
| <p>Objectives: To learn: about what makes them unique how to set simple goals</p> | <p>Learning Outcomes: The learner will be able to: Describe what makes them special Describe personal strengths and attributes Set simple targets</p> |
| <p>Essential skills: Active listening Setting challenging goals for self Recognising distorted thinking Affirming self and others</p> | <p>Key Questions: Who am I? How am I special? What can I do for myself? What am I getting better at? What do I need help with?</p> |
| <p>Additional Guidance: Stories where characters achieve a goal; have their own special strength or attributes, such as <i>Ruby</i> by Maggie Glen. It is important to foster a growth mindset approach to learning in the classroom. This will help pupils to recognise mistakes as part of the learning process. Setting aside times for self-reflection as well as celebrating skills and personal qualities on a regular basis will help to develop self-esteem and emotional literacy.</p> | |

Key Stage 1 Core Theme 1: Health and Wellbeing Year One: Grid I Topic: Growing and Changing
 Aim of these sessions: To learn about change and loss and the associated feelings (including losing toys or keys)
 Learning opportunity number 5 Suggested number of sessions: 1-2

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| Year One | |
| <p>Objectives: To learn: About change and loss e.g. starting school, a new baby brother/sister, moving to a new class About the feelings associated with change or loss</p> | <p>Learning Outcomes: The learner will be able to: Describe different kinds of loss that they or others may have experienced Describe how people behave when they lose things Identify how losing things can make people feel Explain what they can do to be kind to others who may be feeling unhappy about a change or loss</p> |
| <p>Essential skills: Empathy Self-reflection Communication of ideas and views to others Resilience</p> | <p>Key Questions What are the things that we treasure the most? How do we take care of them? How do we feel/ behave if we lose them or they get ruined? How do people that we know behave when they lose things? What do we do to help someone who has lost something feel better?</p> |

Additional Guidance:
 Stories where characters lose and find things, or lose and learn to live with the loss of the object; where characters share their feelings and help each other, such as *Elmer and the Lost Teddy* by David McKee
 Loss/change at Year 1 will focus on things that may be lost, but that may be found again such as keys or toys

Key Stage 1 Core Theme 1: Health and Wellbeing **Year One: Grid J** Topic: Keeping Safe

Aim of these sessions: To understand that household products, including medicines, can be harmful if not used properly

Learning opportunity number 11

Suggested number of sessions: 1 - 2

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| Year One | |
| Objectives: To learn: About what goes onto and into our bodies (both good and harmful) | Learning Outcomes: The learner will be able to: Identify some medicines and the correct ways in which they should be administered (swallowed, inhaled, injected, applied to skin) Give reasons why we need medicines Identify some household products that can be harmful if misused Recognise which health professionals can give us medicines Identify people we trust to tell us to put things onto and into our bodies Describe how we know we can trust these people Explain how to keep safe when taking medicines |
| Essential skills: Managing risk and personal safety Analysing and evaluating situations | Key Questions: What goes <i>onto</i> our bodies and who puts it there? What goes <i>into</i> our bodies and who puts it there? How does it get in and how does it make me feel? Where do we think it goes? Who and what helps us to get better when we are ill? Where do medicines come from that make us better? Why must we be careful with medicines? |
| Additional Guidance: Stories where characters visit the doctor or the vet, such as <i>Six Dinner Sid</i> by Inga Moore. Examples of what goes on to our bodies – soap, water, shampoo, dirt, paint, cream, plasters, suntan lotion, sun, clothing, shoes. What goes into our bodies – food, drink, tablets/pills, medicine, air, dust, smoke, smells. Invite local health professional in to talk to the children about the role of medicines in helping to keep them well. Show pictures of medicines and household products so that pupils can recognise the difference between the two. | |

Key Stage 1 Core Theme 1: Health and Wellbeing **Year One: Grid K** Topic: Keeping Safe

Aim of these sessions: To learn about people who look after them, their family networks, whom to go to if they are worried and how to attract their attention, ways that pupils can help these people who look after them.

Learning opportunity number 13

Suggested number of sessions: 1-2

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| Year One | |
| Objectives: To learn: About people who take care of them About the family networks they belong to | Learning Outcomes: The learner will be able to: Identify the people who take care of them in their immediate family and wider family networks Identify whom they can go to if they are worried Demonstrate ways of asking for help Explain how they can be of help to people who look after them |
| Essential skills: Making decisions and choices Empathy Resilience | Key Questions: Who are my special people? What do they do to care for me and make me feel safe and happy? How can people tell how we are feeling? Who and what can help us when we feel worried or unsafe? |

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| | How can we help the people who look after us? |
| <p>Additional Guidance: Use stories about characters being helped and looked after, and those where characters responsible for themselves. This session can also link with a topic on 'People Who Help Us'. <i>This session lays the foundations for the subsequent sessions.</i></p> | |

Key Stage 1 Core Theme 1: Health and Wellbeing

Year One: Grid L

Topic: Keeping Safe

Aim of these sessions: To learn rules for and ways of keeping physically and emotionally safe, including road safety and the difference between secrets and surprises and understanding not to keep adults' secrets
 Learning opportunity number 12 Suggested number of sessions: 3-4

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| Year One | |
| <p>Objectives: To learn: About rules we have for keeping safe About different ways of keeping physically and emotionally safe</p> | <p>Learning Outcomes: The learner will be able to: Demonstrate an understanding that they have a right to 'be safe on the outside' and 'feel safe on the inside' Identify emotions for when they are feeling safe and unsafe Describe ways of keeping safe in familiar situations, such as crossing the road Identify the adults in school, at home and in the wider environment who can keep them safe Demonstrate what they can say and do to help these people to keep them safe. Identify whom to go to if they are feeling worried, how to attract their attention what they could say and the importance of keeping saying it. Describe the difference between a surprise and a secret and that we should not keep adults' secrets, only surprises that everyone will find out about</p> |
| <p>Essential skills: Making decisions and choices Resilience Analysing and evaluating situations Recalling and applying knowledge and skills</p> | <p>Questions to ask/questions to identify pupils understanding: What do we think we have to keep safe from and how do we do this? Who are the people who keep us safe and what do they do to keep us safe? How can we help them to keep us safe? What do we do that can make other people feel unsafe? What makes us feel not so safe? Nervous? Upset? Scared? Do we always have to keep secrets? Which secrets are good to keep? (See notes below) Who can we ask for help and if we tell, will we get into trouble?</p> |

Key Stage 1 Core Theme 1: Health and Wellbeing

Year Two: Grid A

Topic: Healthy Lifestyles

Aim of these sessions: To understand what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating, dental health and taking care of our feelings
 Learning opportunity number 1 Suggested number of sessions: 2

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| Year Two | |
| <p>Objectives: To learn: about the benefits of a healthy lifestyle different ways to stay healthy</p> | <p>Learning Outcomes: The learner will be able to: Describe what being healthy means Describe the different physical activities they do in and out of school Explain how good health depends on physical activity, rest, healthy eating, taking care of their teeth Describe different ways in which they can keep healthy Explain what the benefits (short-term and long-term) are of being active, taking rest, eating healthily and looking after their teeth Describe the impact on their health and on others if they don't look after their bodies</p> |
| Essential skills: | Key Questions: |

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| Active listening Self-reflection Making decisions and choices | How do we think healthy people look and feel? What do healthy people do some of the time? All of the time? Never? What do we do in and out of school that keeps us healthy? What else do we know about keeping healthy? What do we need to do more/less of to keep healthy? |
| <p>Additional Guidance: Stories or information books on the theme. <i>Ketchup on Your Cornflakes</i> by Nick Sharratt could be used for an engaging start to the session. As these are very similar lessons, you may wish to teach this topic in either Year 1 or Year 2. Be aware that some pupils are in family circumstances that make it difficult to ensure that they can follow a healthy lifestyle or may have family members who have serious health-related illnesses. During key stage 1, pupils are beginning to evolve their self-image, this is an opportunity to help them feel good about themselves.</p> <p><i>Science programme of study for year 2: Animals, including humans - statutory requirements, pupils should be taught to: notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Notes and guidance (non-statutory) Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.</i></p> <p><i>Science – key stages 1 and 2 notes and guidance (non-statutory) - the following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager and adult. Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.</i></p> | |

Key Stage 1 Core Theme 1: Health and Wellbeing

Year Two: Grid B

Topic: Healthy Lifestyles

Aim of these sessions: To recognise what they like and dislike (how to make real and informed choices that improve their physical and emotional health), and that choices can have good and not so good consequences

Learning opportunity number 2

Suggested number of sessions: 2

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|---|--|
| Year Two | |
| Objectives: To learn: about what it means to make a real and informed choice about what can influence our choices how choices influence the way we look and feel | Learning Outcomes: The learner will be able to: Identify recent choices they have made Describe the consequences of their choices, both good and not so good Identify what influenced their choices Describe their feelings after they had made their choices |
| Essential skills: Active listening Making decisions and choices Drawing conclusions | Key Questions: What does being healthy mean to us? Who tells us what choices we have? When can we choose for ourselves? What helps us to choose? What do we need to know to help us to make a choice? What/who helps us to keep to our decisions or change our minds? |
| <p>Additional Guidance: Stories with morals or where the young characters make choices that lead to consequences, e.g.: Goldilocks This group of lessons may be taught before the healthy lifestyle lessons (learning opportunity 1), so that pupils can talk about informed choices as an important part of a healthy lifestyle. Ensure ground rules or a working agreement is in place so that pupils have a safe environment in which to reflect on the impact of their choices. An <i>informed choice</i> means using what the pupils already know to form their choice or decision. See previous session for links to <i>Science programme of study</i></p> | |

Key Stage 1 Core Theme 1: Health and Wellbeing

Year Two: Grid C

Topic: Healthy Lifestyles

Aim of these sessions: To learn about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings

Learning opportunity number 4

Suggested number of sessions: 1-2

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| Year Two | |
| Objectives: To learn: About different kinds of feelings that are good and not so good About the vocabulary we can use to describe feelings to others How we can use simple strategies to manage feelings | Learning Outcomes: The learner will be able to: Describe different feelings both good and not so good Identify strategies they can use and practise to manage their feelings Give reasons for managing their feelings and explain the responsibility they have toward others who may be affected Demonstrate how they can help others who may have not so good feelings |
| Essential skills: Self-management of feelings Self-reflection | Key Questions: What feelings do we all share? Where in our bodies do we feel these feelings? How do people know how we are feeling? How do these feelings affect our behaviour? What can we do to cope with these feelings? How can we tell people how we feel? How can we help others who may have not so good feelings? |
| Additional Guidance: Stories where young characters encounter a range of different feelings. Talk about alternative endings or use Fast Forward or Wind Back strategies. Ensure ground rules or a working agreement are in place so that pupils have a safe environment to describe and talk about their feelings. This session can be linked with the session for learning opportunity 13 Core Theme 1. PSHE Association lesson plans on teaching about mental health and emotional wellbeing . | |

Key Stage 1 Core Theme 1: Health and Wellbeing

Year Two: Grid D

Topic: Healthy Lifestyles

Aim of these sessions: To understand the importance of, and how to maintain, personal hygiene

Learning opportunity number 6

Suggested number of sessions: 1 or can be amalgamated with another session

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| Year Two | |
| Objectives: To learn: About basic personal hygiene routines About the importance of taking care of personal hygiene | Learning Outcomes: The learner will be able to: Re-cap basic personal hygiene routines Explain what happens if they don't take care of personal hygiene Describe how personal hygiene can be maintained and the benefits of taking care of their bodies Describe how to keep good oral health |
| Essential skills: Self- organisation Making decisions and choices Managing risk | Key Questions What do we do to keep our bodies healthy and clean each day? Each week? How do healthy people feel? How will keeping clean and healthy help us as we grow up? |
| Additional Guidance: Video clip: https://www.youtube.com/watch?v=CG8F-6dZk8k of The Bath Song. Storybooks on the theme such as <i>The Smelly Book</i> by Babette Cole. These lessons can be combined with the session for learning opportunity 7 on the spread of viruses or taught in either Year 1 or Year 2. See previous sessions for links to <i>Science programme of study</i> . | |

Key Stage 1 Core Theme 1: Health and Wellbeing

Year Two: Grid E

Topic: Healthy Lifestyles

Aim of these sessions: How some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others

Learning opportunity number 7

Suggested number of sessions: 1

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| Year Two | |
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| <p>Objectives: To learn: About the importance of taking care of their own health About what happens if they don't take care of their health</p> | <p>Learning Outcomes: The learner will be able to: Describe how some diseases are spread Explain how the spread of some diseases can be controlled by personal hygiene practices Identify some diseases, e.g. flu, that are controlled through vaccination and medication Explain how they are responsible for their own health and that of others</p> |
| <p>Essential skills: Resilience Making decisions and choices</p> | <p>Key Questions: How do we feel when we are ill? How do we look and sound when we are ill? Who and what helps us to get well? What kinds of drugs which are medicines help us to get well? Who decides whether we need to swallow or sniff medicines or have injections? When and why do we have injections? How can we help ourselves to get better? What should we do to keep other people healthy?</p> |
| <p>Additional Guidance: Stories or information books such as <i>Germ</i>s by Ross Collins, <i>Germ</i>s are not for Sharing by Elizabeth Verdick. Pupils could practice on dolls, have a discussion with school nurse or health visitors. This session can be taught in either Year 1 or Year 2. This session can be combined with the session for learning opportunity 6. Fluenz lessons written by PSHE Association (available at: http://sharegoodtimesnotflu.co.uk/toolkit/). <i>Catch It, Bin It, Kill It</i> UK Government campaign materials. See previous session for links to <i>Science programme of study</i>.</p> | |

Key Stage 1 Core Theme 1: Health and Wellbeing Year Two: Grid F Topic: Growing and Changing
Aim of these sessions: About change and loss and the associated feelings (including moving home, losing toys, pets or friends)
Learning opportunity number 5 Suggested number of sessions: 2

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| Year Two | |
| <p>Objectives: To learn: About different kinds of change that have occurred since starting school About the kinds of loss that can make us feel sad (loss of a pet, moving house, loss of a relative) How we can help ourselves and others manage sad feelings</p> | <p>Learning Outcomes: The learner will be able to: Describe changes and losses that have happened to them or others since they started school Identify feelings they or others may have had about change or loss Identify strategies they can use to manage sad/unhappy feelings Describe what it means to lose something/someone special Identify ways they can comfort or be sensitive to the needs of others who have experienced change or loss</p> |
| <p>Essential skills: Empathy Self-reflection Communication of ideas and views to others Resilience</p> | <p>Key Questions: What are the things that we treasure most? How do we feel when things get broken or lost? How have things changed in our lives since we started school? How do we feel when friendships are broken? How do we feel if we lose something or if someone leaves our family?</p> |
| <p>Additional Guidance: Stories where characters lose and find things, or lose and learn to live with the loss of the object; stories where characters share their feelings and help each other. The class teacher will need to choose the context to demonstrate the learning outcome, i.e. losing a pet, moving house.</p> | |

Key Stage 1 Core Theme 1: Health and Wellbeing Year Two: Grid G Topic: Growing and Changing
Aim of these sessions: To learn about the process of growing from young to old and how people's needs change. About growing and changing and new opportunities and responsibilities that increasing independence may bring
Learning opportunity number 8 & 9 Suggested number of sessions: 1-2

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| Year Two | |
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| <p>Objectives: To learn: About growing, changing and becoming more independent About the opportunities and responsibilities that independence brings</p> | <p>Learning Outcomes: The learner will be able to: Describe ways they have grown and changed (emotionally, physically and socially) Identify ways they are independent now from when they were younger Describe additional responsibilities they have in class, school and at home Identify new opportunities that increasing independence brings to them</p> |
| <p>Essential skills: Self-reflection Affirming self and others Reviewing own progress</p> | <p>Key Questions: What things can we do on our own? With help? Why do we grow up so slowly? What new responsibilities do we have in school or at home that we didn't have before? Why do we have to have new responsibilities?</p> |
| <p>Additional Guidance: Stories about growing up and how needs have changed. Pupils could bring in photographs showing the changes that have occurred since their birth (being sensitive to those who may not have photos of themselves as babies – adapt as necessary). Extra sensitivity will be needed for SEND pupils who may not be able to demonstrate increased independence in explicit ways. Also to pupils that have experienced a great deal of change in their personal lives. <i>Science programme of study for year 2: Animals, including humans - statutory requirements: pupils should be taught to: notice that animals, including humans, have offspring which grow into adults. Notes and guidance (non-statutory): pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.</i> <i>Science – key stages 1 and 2 notes and guidance (non-statutory) - the following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager and adult. Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.</i></p> | |

Key Stage 1 Core Theme 1: Health and Wellbeing

Year Two: Grid H

Topic: Growing and Changing

Aim of these sessions: To know the names for the main parts of the body (including external genitalia) and the similarities and differences between boys and girls

Learning opportunity number 10

Suggested number of sessions: 1

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| <p>Year Two</p> | |
| <p>Objectives: To learn: About biological differences between male and female animals including humans and their roles in the life cycle About the importance of respecting differences and similarities between boys and girls</p> | <p>Learning Outcomes: The learner will be able to: Describe some of the biological differences between male and female animals Name the biological terms for the main male and female external genitalia Recognise that male and female sex parts are related to reproduction Identify that boys and girls can do the same tasks and enjoy the same things</p> |
| <p>Essential skills: Using and applying data Affirming self and others</p> | <p>Key Questions: What parts of our bodies can we see? What are the names of all the different parts of our bodies? What makes all of us the same? In what ways are we different?</p> |
| <p>Additional Guidance: Ensure you are familiar with the school's SRE policy. Ensure that pupils know and use the correct names for body parts that you are referring to in the lesson: this is an important aspect of safeguarding. You can use stories and information books, anatomically correct dolls, photo cards or body part bingo. <i>Science programme of study for year 2: Animals, including humans - statutory requirements, pupils should be taught to: notice that animals, including humans, have offspring which grow into adults Notes and guidance (non-statutory) Pupils should be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.</i> <i>Science – key stages 1 and 2 notes and guidance (non-statutory) - the following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager and adult. Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.</i></p> | |

Key Stage 1 Core Theme 1: Health and Wellbeing

Year Two: Grid I

Topic: Growing and Changing

Aim of these sessions: To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals

Learning opportunity number 3

Suggested number of sessions: 1

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| Year Two | |
| <p>Objectives: To learn: About ways to improve and learn from experience How to recognise and celebrate what they are good at How to set challenging goals</p> | <p>Learning Outcomes: The learner will be able to: Describe what they are good at and what they need help with Recognise that it is ok to make mistakes and that they are part of learning Review their own targets and set themselves realistic but challenging personal goals</p> |
| <p>Essential skills: Active listening Setting challenging goals for self Recognising distorted thinking Affirming self and others</p> | <p>Key Questions: Who are we? What makes us feel good about ourselves? How do our special people show us that we are special? How does it feel when we do something new? How does it feel when we do something difficult? How does it feel when we make a mistake? How does it feel when we overcome a problem or achieve something?</p> |
| <p>Additional Guidance: Stories where characters achieve a goal; have their own special strength or attributes, learn from mistakes It is important to foster a growth mind set approach to learning in the classroom. This will help pupils to recognise mistakes as part of the learning process. Setting aside times for self-reflection as well as celebrating skills and personal qualities on a regular basis will help to develop self-esteem and emotional literacy.</p> | |

Key Stage 1 Core Theme 1: Health and Wellbeing

Year Two: Grid J

Topic: Keeping Safe

Aim of these sessions: To understand that household products, including medicines, can be harmful if not used properly

Learning opportunity number 11

Suggested number of sessions: 1

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| Year Two | |
| <p>Objectives: To learn: About the role of medicines</p> | <p>Learning Outcomes: The learner will be able to: Describe how some medicines are taken and for what reasons Recognise that medicines have a specific and an individual use Identify the harmful aspects of some household products and medicines Describe ways of keeping safe when using household products (including medicines)</p> |
| <p>Essential skills: Managing risk and personal safety Analysing and evaluating situations</p> | <p>Key Questions: What goes into our bodies and for what reason? Who puts them there? How do they get in? What kinds of medicines help us to get well? How do these different things feel, smell and taste? Which things are safe, not so safe or dangerous? When should we say 'no', 'don't do that' or 'I'll tell'?</p> |
| <p>Additional Guidance: Stories where young characters find medical advice or treatment (this could include in the animal world). Invite local health professional in to talk to the children about the role of medicines in helping to keep them well. Show pictures of medicines and household products so that pupils can recognise the difference between the two. Have a sensitivity to and an awareness of any medical issues of pupils.</p> | |

Key Stage 1 Core Theme 1: Health and Wellbeing

Year Two: Grid K

Topic: Keeping Safe

Aim of these sessions: To learn rules for, and ways of keeping, physically and emotionally safe (including road safety, safety in the environment, safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets)

Learning opportunity number 12

Suggested number of sessions: 2-3

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| Year Two | |
| <p>Objectives: To learn: About the importance of keeping safe in different situations About the different rules for keeping safe (road, environment, online, in unfamiliar situations)</p> | <p>Learning Outcomes: The learner will be able to: Describe different ways of keeping safe in familiar and unfamiliar situations Demonstrate ways they can ask for help from people whose job it is to keep them safe Identify potential unsafe situations and steps they can take to avoid or remove themselves from them Describe how it is ok to keep fun surprises secret for a while but not adults' secrets Describe ways of keeping safe online</p> |
| <p>Essential skills: Making decisions and choices Resilience Analysing and evaluating situations Recalling and applying knowledge and skills</p> | <p>Key Questions: What do we have to keep safe from? Are these real dangers or pretend dangers? Is it something we do that makes them dangerous? Who can we ask to help us? Who has the job of keeping us safe? Do we always have to keep secrets? If we tell someone will we get into trouble?</p> |
| <p>Additional Guidance: Stories where young characters have fears or problems such as the dark or new places or situations and stories which widen the vocabulary of feelings. The teacher could choose context for learning, e.g. keeping safe at home/park/swimming pool See ROSPA and Brake websites, road safety campaigns Refer to 'protective behaviours' guidelines if staff training has taken place. Ensure school safeguarding/child protection guidelines are followed.</p> | |

Key Stage 1 Core Theme 1: Health and Wellbeing

Year Two: Grid L

Topic: Keeping Safe

Aim of these sessions: To learn about people who look after them, their family networks, ways that pupils can help these people who look after them, whom to go to if they are worried and how to attract their attention.

Learning opportunity number 13

Suggested number of sessions: 1

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|--|--|
| Year Two | |
| <p>Objectives: To learn: About people who take care of them and the different groups they belong to About ways of helping those who look after us</p> | <p>Learning Outcomes: The learner will be able to: Identify the people who look after them and how they care for them Explain what they can do themselves if they are worried and whom they can go to Demonstrate ways they can attract the attention of people who care for them if they are worried Describe how they can help and support those who care for them</p> |
| <p>Essential skills: Making decisions and choices Empathy Resilience</p> | <p>Key Questions: Who helps us to keep safe? What are they trying to teach us to do or not to do? How can we help them? How do we know whom to ask for help? How can we attract the attention of people that we want to help us? How can we keep ourselves and others safe?</p> |
| <p>Additional Guidance: Use stories about characters being helped and looked after, and those where characters responsible for themselves. This session can also link with a topic on 'People Who Help Us'. The teacher should be sensitive to pupils who have experience of carers at home, or pupils who are carers themselves. <i>This session is a natural extension of the previous sessions and can be combined with the following session. It is important to re-visit and review aspects of personal safety. It can be taught in either Year 1 or 2 and the learning frequently referred to in the year group it isn't directly taught this as a lesson.</i></p> | |

Key Stage 1 Core Theme 1: Health and Wellbeing

Year Two: Grid M

Topic: Keeping Safe

Aim of these sessions: To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'

Learning opportunity number 14

Suggested number of sessions: 1

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|--|--|
| Year Two | |
| <p>Objectives: To learn: About the shared responsibility for keeping themselves and others safe About the steps they can take to ensure their safety in class, on the playground, around the school and at home About responses they can give to ensure their own safety and that of others</p> | <p>Learning Outcomes: The learner will be able to: Describe the personal responsibility they have in school and at home to keep themselves safe Demonstrate the ways they share the responsibility for keeping others safe in school and at home Explain how the rules and procedures in class help to keep them and others safe Demonstrate appropriate responses to give in situations that may occur in school and at home when they feel unsafe or they are worried about the safety of others</p> |
| <p>Essential skills: Making decisions and choices Self-reflection Team working</p> | <p>Key Questions: What do we enjoy doing at home, indoors, outdoors and at school? What are the rules and why do we need to keep to them? Do the rules depend on the people and places? How can we keep other people safe? What should we do if we feel worried or unsafe about ourselves or others?</p> |
| <p>Additional Guidance: Stories where young characters follow/don't follow the 'rules' and have to deal with the consequences; stories where young characters do not recognise when they are being persuaded. This session can be combined with the previous session. Displays and posters which remind pupils what to do and who to go to if they are worried should be prominently visible around the school. Pupil 'versions' of these key messages around the classroom/school/assembly hall would be highly effective. <i>This session can be taught in either Year 1 or 2.</i></p> | |

Key Stage 2 Medium Term Plan of
Life, Religion & Moral Issues and Citizenship

Life & Citizenship

During Key Stage 2, learners gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the Early Years/Foundation and Key Stage 1 Stages. PSHE and Citizenship education offers learning opportunities and experiences which reflect the increasing independence and physical and social awareness of learners as they move through the primary phase. They learn skills to develop effective relationships, assume greater personal responsibility and keep themselves safe. PSHE and Citizenship education assists pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

| Core Theme I - Health and Wellbeing | | |
|---|---|---|
| Concepts | Processes and Skills | Context |
| Growing and changing Healthy lifestyles Emotional wellbeing Keeping safe | Decision making Critical reflection Managing risk Resilience Empathy Communication skills Developing independence | What is meant by a healthy lifestyle How to maintain physical, mental and emotional health and wellbeing How to manage risks to physical and emotional health and wellbeing Ways of keeping physically and emotionally safe About managing change, including puberty, transition and loss How to make informed choices about health and wellbeing and to recognise sources of help with this How to respond in an emergency To identify different influences on health and wellbeing |

What is covered in each year group?

| Core Theme I – Health and Wellbeing | |
|---|--|
| Years 3/4 | Years 5/6 |
| Hygiene Taking risks – dares, decision making and consequences Expressing our feelings – positive and negative Safety outside the home – road and personal, Bonfire Night, sun, water and fire Personal skills – trust, self-confidence, self-esteem. Co-operation, listening, compromise, celebrating achievements, goal setting Telling the truth Safety inside the home – hazards, dangers and dealing with emergencies Body safety Food – healthy habits Body parts Drugs – medicines, legal drugs Life cycles – growth and change in plants and animals, giving birth and pregnancy Healthy lifestyles – balance of work and play, exercise Safe people – who to go to Online safety Illnesses – how to prevent infections Who are we like, what can we do | Personal skills – taking responsibility, dealing with criticism, dealing with influences, decision making, communication (verbal and non-verbal), resilience Food and diet – food groups, balance, choice and healthy eating habits Safety – rail, risk taking, recognising and managing risks Lifestyles – healthy heart and exercise Feelings – how can we show love Growing and changing - puberty, physical and emotional changes Hygiene – healthy habits. Looking after our body Drugs – misuse, addiction, illegal drugs Illnesses – coping with illness, carers Feelings – dealing with changes and puberty Life cycles – reproduction and fertilisation Safety – things that scare and worry us, online – privacy Who can help and support us |

| Core Theme 2 – Relationships | | |
|---|---|---|
| Concepts | Processes and Skills | Context |
| Healthy relationships Managing relationships and feelings Valuing difference Personal identity | Developing relationships and working with others Critical reflection Managing risk Decision making Problem solving Communication skills Empathy | How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts How to recognise and manage emotions within a range of relationships How to recognise risky or negative relationships including all forms of bullying and abuse How to respond to risky or negative relationships and ask for help How to respect equality and diversity in relationships. |

What is covered in each year group?

| Core Theme 2 – Relationships | |
|---|---|
| Years 3/4 | Years 5/6 |
| Conflict – falling out and making up Keeping secrets – good and bad secrets Peer pressure – resisting pressure Myself and others – how are we similar and different Friendships – making and keeping friends Anti-bullying – promoting positive relationships, effects on others, cyberbullying Male and female – differences, body parts Girls and boys – explore perceptions and stereotyping Families – roles and responsibilities How are we unique Relationships and feelings Changes in families – bereavement, divorce, relationships, new babies Where do we go for more advice | Myself and others – judging by appearances, getting to know others Friendships – skills and qualities, overcoming problems Starting year 6 – being a role model, relationships with younger pupils Anti-bullying – power of a group, teasing, cyberbullying, promoting positive relationships Negative relationships – domestic abuse and violence Different kinds of relationships – different kinds of love Families – benefits, working together Same sex relationships |

| Core Theme 3 - Living in the Wider World/Citizenship | | |
|--|--|--|
| Concepts | Processes and Skills | Context |
| Looking to the future Money matters Social harmony Being an UK citizen Rights and responsibilities Crime and punishment | Self-development Exploration Enterprise Financial capability Empathy | Respect for self and others and the importance of responsible behaviours and actions Rights and responsibilities as members of families, other groups and ultimately as citizens Explore and learn about different groups and communities To respect equality and to be a productive member of a diverse community The importance of respecting and protecting the environment Where money comes from, keeping it safe and the importance of managing it effectively How money plays an important part in people's lives A basic understanding of enterprise. |

What is covered in each year group?

| Core Theme 3 – Living in the Wider World/Citizenship | |
|--|--|
| Years 3/4 | Years 5/6 |
| Communities – rules, actions and consequences Rules in school Fair play National celebration – Remembrance Sunday Newsround – what’s in the news? Communities – where does our food come from? World celebrations – Chinese New Year Communities – where we live, people and jobs Communities – different lives, expectations and behaviours Following instructions Disability – understanding others Communities – diversity and identity Countryside code Our environment | Communities – rules and laws, being a good citizen Newsround – what’s in the news? Monetary concepts – spending, saving, investing, donating The world – different lifestyles and standard of living Awareness of those less fortunate – poor, hungry and homeless Local action – community issues, pressure groups The media – how information is presented, advertising Government – democracy, local councils, national government A fairer world Conservation – resources and extinction Cultural similarities and differences – respect and tolerance Preventing prejudice and discrimination – racism Disability – awareness and acceptance The environment – pollution The role of public institutions and voluntary groups Human rights Peace – war and conflict |

Religious Studies and Moral Issues

The UK has a rich heritage of culture and diversity. This is continuing today in an era of globalisation and an increasingly interdependent world. Religion and belief for many people forms a crucial part of their culture and identity. Religion and beliefs have become more visible in public life locally, nationally and internationally. The impact of religion on society and public life is constantly brought to public attention through extensive media coverage. The rapid pace of development in scientific and medical technologies and the environmental debate continue to present new issues which raise religious, moral and social questions. The internet enables learning and encourages participation in public discussion of issues in a new and revolutionary way.

Religious education for children and young people:

Provokes challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils’ knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development
 Encourages pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives
 Enables pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society
 Teaches pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice
 Prompts pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.

The Key Stage 2 programme builds on knowledge, understanding and skills built up in Key Stage 1.

What is covered in each year group?

| Years 3/4 | Years 5/6 |
|--|---|
| <p>Christianity The beginning – The Creation story, Adam and Eve Conflict – Cain and Abel St. Andrew's Day – charities Noah's Ark Advent Christmas Lent Easter</p> <p>Hinduism Beginnings Place of worship Divali Rama and Sita</p> <p>Islam Beliefs Allah Ramadan</p> <p>Judaism Understanding Celebrations Shabbat Yom Kippur</p> <p>Sikhism Understanding Place of worship Guru Nanak</p> <p>Buddhism Buddha Prince Siddattha Celebration of Vesak</p> | <p>Christianity Inside a church Services Moses Ten Commandments Special services – Baptism, Holy Communion Abraham and Sarah Isaac, Esau and Jacob Joseph</p> <p>Islam Place of worship Inside a Mosque Hajj and Makkah</p> <p>Judaism Place of worship Inside a Synagogue The Torah and Rabbi Hanukah Importance of Pesach The Passover The Seder meal</p> <p>Hinduism Ganesh Celebrations and food</p> <p>Sikhism Guru Granth Sahib The 5 K's Amritsar</p> <p>Buddhism Place of worship Precepts and meditation Nirvana Day</p> |

Key Stage 3 Medium Term Plan of Life, Religion & Moral Issues and Citizenship

Life & Citizenship

At Key Stage 3, pupils build on the skills, attitudes, values, knowledge and understanding they have acquired and developed during the primary phase. PSHE and Citizenship education acknowledges and addresses the changes that learners are experiencing, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the skills which will equip them for the opportunities and challenges of life. Pupils are encouraged to manage diverse relationships and the increasing influence of peers and the media. PSHE and Citizenship education allows them to be more confident in addressing the challenges of effective learning and making a full and active contribution to society.

| Core Theme 1 - Health and Wellbeing | | |
|---|---|--|
| Concepts | Processes and Skills | Context |
| <ul style="list-style-type: none"> • Growing and changing • Healthy lifestyles • Emotional wellbeing • Keeping safe | <ul style="list-style-type: none"> • Decision making • Critical reflection • Managing risk • Resilience • Empathy • Communication skills • Being independent | <ul style="list-style-type: none"> • How to manage transition from primary to senior school • The knowledge and skills needed for setting realistic targets and personal goals • How to maintain physical, mental and emotional health and wellbeing including sexual health • Managing change (physical and emotional changes during puberty, personal circumstances); how to deal with a breakdown in a relationship (separation and divorce) and the effects of loss and bereavement; including an appreciation of cultural and religious expectations • How to recognise, assess and manage risks to health and to stay, and keep others, safe (including extremism and radicalisation) • How to make informed choices about health and wellbeing matters; including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; emotional health and wellbeing, and sexual health • How to respond in an emergency (including administering first aid) • The role and influence of the media on lifestyles • How to identify and access help, advice and support |

What is covered in each year group?

| Core Theme 1 – Health and Wellbeing | | | |
|-------------------------------------|--|--|---|
| Concepts | Year 7 | Year 8 | Year 9 |
| Growing and changing | What is PSHE education? How will we work together? How is Year 7 different? What happens at puberty? How are babies made? Why am I feeling like this? | How it is different in Year 8? What is it like here? | What is adolescence? Has my image and identity changed? What do I value and why? |
| Healthy lifestyles | What do we need to keep healthy? What is my personal health profile | How do I keep healthy? | Who can I talk to about my health? What is contraception and STIs? What are HIV and AIDS? |
| Emotional wellbeing | What am I good at? What does assertiveness mean? | What is self-esteem? What happens when we are feeling down? What does resilience mean? Is anybody perfect? | How do I manage my feelings? What happens when relationships break down? How do we cope with loss and bereavement What do we see about sex in the media? Where can I find help on...? |
| Keeping safe | What do we mean by risk? How do we manage risky situations? How can I practice refusal skills? What do we mean by drugs? Drugs - Fact or fiction? Online safety | What is risking on purpose? How do drugs affect people? Risky situations (to include rail safety, a range of different drugs, online safety, gambling) How do I reduce risks? | What about drugs and the law? How do I manage situations involving drugs? – including peer pressure Who can help me keep safe? |

Core Theme 2 – Relationships

| Concepts | Processes and Skills | Context |
|---|---|--|
| <ul style="list-style-type: none"> • Healthy relationships • Managing relationships and feelings • Valuing difference • Personal identity | <ul style="list-style-type: none"> • Developing relationships and working with others • Critical reflection • Managing risk • Decision making • Problem solving • Communication skills • Empathy | <ul style="list-style-type: none"> • Examples of diverse values encountered in society and the clarification of British and personal values • The similarities, differences and diversity among people of different race, culture, ability, disability, gender, age and sexual orientation and the impact of prejudice, bullying, discrimination and racism on individuals and communities • To respect equality and be a productive member of a diverse community • To explore what social harmony means • The roles and responsibilities of parents, carers and children in families; within a range of social, cultural and religious contexts • How to recognise and manage emotions within a range of relationships; The features of positive and stable relationships • How to deal with risky or negative relationships including all forms of bullying and abuse, sexual and other violence, extremism and radicalisation, and online encounters • Different types of relationships including those within families and between older and young people, boys and girls, and people of the same sex, including civil partnerships • The nature and importance of stable relationships for family life and bringing up children; including a consideration of different cultural and religious expectations • How high risk behaviours affect the health and wellbeing of individuals, families and communities (sexual activity, human reproduction, contraception, pregnancy, STIs and HIV) • About the concept of consent in a variety of contexts (including sexual relationships) • How to identify and access appropriate advice and support |

What is covered in each year group?

| Core Theme 2 – Relationships | | | |
|-------------------------------------|---|---|--|
| Concepts | Year 7 | Year 8 | Year 9 |
| Healthy relationships | Boys and girls – is there a difference? What does family mean? | Why are friends important? What are the different types of relationships? – friendships, romance, family | Sexual relationships, consent and the law (what does it say?) Negotiation of contraception STI testing and notification Using local services and organisations Is commitment important in relationships? What if I don't want to? |
| Managing relationships and feelings | How can we tackle bullying? | What is extremism and radicalisation? | Online behaviour – sexting and the law What is sexual bullying? |
| Valuing difference | Who is in our communities? How do I feel about difference? Stereotyping, prejudice and discrimination | Social harmony | Sexual diversity How can we challenge prejudice and discrimination? Reporting discrimination |
| Personal identities | Who am I? | How can I contribute to family life? How do I respond to other people? How am I doing? | What are my rights and responsibilities? Sexual orientation and gender identity |

Core Theme 3 - Living in the Wider World/Citizenship

| Concepts | Processes and Skills | Context |
|--|--|---|
| <ul style="list-style-type: none"> • Looking to the future • Money matters • Social harmony • Being an UK citizen • Rights and responsibilities • Crime and punishment | <ul style="list-style-type: none"> • Self-development • Exploration • Enterprise • Financial capability • Empathy | <ul style="list-style-type: none"> • About rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy • How to make informed choices and be enterprising and ambitious • How to develop employability, team working and leadership skills and develop flexibility and resilience • Different types of work, including employment, self-employment and voluntary work • About the economic and business environment • The functions and uses of money, the importance of personal budgeting, and managing risk. • How the political system of the UK has developed as a democracy, including the role of Parliament and the monarch • The operation of Parliament, including voting and elections, and the role of political parties • The precious liberties enjoyed by the citizens of the United Kingdom • The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals • Develop understanding of what is crime and punishment |

What is covered in each year group?

| Core Theme 3 – Living in the Wider World/Citizenship | | | |
|--|---|---|--|
| Concepts | Year 7 | Year 8 | Year 9 |
| Looking to the future | How do I work best with others? How can we improve our communication skills? What do I want and how do I get it? How do I plan for the future? | What do I need to plan for? What opportunities are out there for me? | How do I improve my prospects? What does the law state about work? |
| Money matters | How do I save and how do I budget? The role that charitable organisations play | What influences our spending? | How enterprising am I? Functions and uses of money The benefit system |
| Social harmony | Poverty in the UK Global poverty Historical and contemporary slavery | How can we value each other? What makes a successful community? What can cause problems in communities? Immigration crisis | How can I contribute to my community? What do voluntary agencies do? |
| Being an UK citizen | Overview of Parliament, Government and the Monarchy What do we mean by 'British Values'? | Making laws Elections and voting | Role of our political parties Role of local councils |
| Rights and responsibilities | Human rights | Services afforded to UK citizens – fire, police etc | Crime and punishment Rules and laws – the justice system Operation of courts and tribunals |

Religious Studies and Moral Issues

The UK has a rich heritage of culture and diversity. This is continuing today in an era of globalisation and an increasingly interdependent world. Religion and belief for many people forms a crucial part of their culture and identity. Religion and beliefs have become more visible in public life locally, nationally and internationally. The impact of religion on society and public life is constantly brought to public attention through extensive media coverage. The rapid pace of development in scientific and medical technologies and the environmental debate continue to present new issues which raise religious, moral and social questions. The internet enables learning and encourages participation in public discussion of issues in a new and revolutionary way.

Religious education for children and young people:

1. Provokes challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development
2. Encourages pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives
3. Enables pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society
4. Teaches pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice
5. Prompts pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.

The Key Stage 3 programme builds on knowledge, understanding and skills built up in Key Stage 2.

What is covered in each year group?

| Year 7 | Year 8 | Year 9 |
|--|--|---|
| What matters? <ul style="list-style-type: none"> • Ideas about God • Seeing is believing • Meanings of life • Mysteries of life • Who am I? • The miracle of life | Happy families <ul style="list-style-type: none"> • What does a family do? • Family life and the Bible • Parenthood | Marriage <ul style="list-style-type: none"> • Why marry? • Hindu – arranged and love marriages • Muslim - polygamy |
| Sacred books <ul style="list-style-type: none"> • Inner meanings • Consider different texts • Using a Bible | Relationships <ul style="list-style-type: none"> • Respect • Consideration of important religious quotes • Friendship and loyalty | Divorce <ul style="list-style-type: none"> • Reasons for divorce • What do religions believe? |
| What can we learn from religious figures? <ul style="list-style-type: none"> • Teachings in the Bible • Ideals and heroes • The Golden Rule | Body matters <ul style="list-style-type: none"> • The importance of our body • Temptations • Body and spirit | The body beautiful? <ul style="list-style-type: none"> • Explore the concept of beauty • Look at different cultures and ethnic groups |
| Your rights <ul style="list-style-type: none"> • Children’s rights • Poverty and rights • Another person’s shoes • Stereotyping and prejudice | Personal values <ul style="list-style-type: none"> • Right and wrong • Consequences | Loss and bereavement <ul style="list-style-type: none"> • The secret of death |
| Money <ul style="list-style-type: none"> • The great divide • On the streets | Social harmony <ul style="list-style-type: none"> • How did important religious leaders feel about racism? • Xenophobia • Islamophobia | Crime and Punishment <ul style="list-style-type: none"> • Reasons for breaking the law • Victims of crime • Aims of punishments |
| Places of worship; Celebrations and festivals <ul style="list-style-type: none"> • Special places and practices • Objects and features • Behaviour | Politics and religion <ul style="list-style-type: none"> • An introduction • Places around the world | Sexual relationships <ul style="list-style-type: none"> • Making love • Contraception |

Key Stage 4 Medium Term Plan of Life, Religion & Moral Issues and Citizenship

Life & Citizenship

At Key Stage 4, pupils extend and rehearse the skills, further explore attitudes and values, and deepen knowledge and understanding acquired during key stage 3. PSHE education and Citizenship reflects the fact that learners are moving towards an independent role in adult life, taking on greater responsibility for themselves and others. By Key Stage 4 increasing numbers of pupils may be gaining direct experience of issues taught through PSHE education and Citizenship.

| Core Theme I - Health and wellbeing | | |
|---|---|---|
| Concepts | Processes and Skills | Context |
| <ul style="list-style-type: none"> • Healthy lifestyles • Emotional wellbeing • Keeping safe | <ul style="list-style-type: none"> • Decision making • Critical reflection • Managing risk • Resilience • Empathy • Communication skills • Being independent | <ul style="list-style-type: none"> • How to manage transition • How to maintain physical, mental and emotional health and wellbeing including sexual health • The characteristics of emotional and mental health, and the causes, symptoms and treatments of some mental and emotional health disorders • About parenthood and the consequences of teenage pregnancy • How to assess and manage risks to health and to stay, and keep others, safe • How to identify and access help, advice and support • How to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; emotional health and wellbeing and sexual health, online behaviour and reputation • How to respond in an emergency including administering first aid • The role and influence of the media on lifestyle – how the media portrays young people, body image and health issues |

What is covered in each year group?

| Core Theme 1 – Health and Wellbeing | | |
|-------------------------------------|---|---|
| Concepts | Year 10 | Year 11 |
| Healthy lifestyles | How can I make healthy choices? | How important is my sexual health? What is cancer? How do I check myself? (Testicular and breast checks) How would you cope with pregnancy?. |
| Emotional wellbeing | How does the media affect young people? What is emotional health? How can poor mental health manifest itself? | How can I manage stress? |
| Keeping safe | Weighing up the pros and cons – why do young people take drugs? What is the drugs industry? How do I spot online grooming? What is radicalisation and extremism? | What are legal highs? Dugs and up to date laws Online safety – behaviours and attitudes |

| Core Theme 2 – Relationships | | |
|--|---|--|
| Concepts | Processes and Skills | Context |
| <ul style="list-style-type: none"> • Healthy relationships • Managing relationships and feelings • Valuing difference | <ul style="list-style-type: none"> • Developing relationships and working with others • Critical reflection • Managing risk • Decision making • Problem solving • Communication skills • Empathy | <ul style="list-style-type: none"> • How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts • The roles and responsibilities of parents, carers, children and other family members • Parenting skills and qualities and their central importance to family life • How to recognise and manage emotions within a range of relationships • Characteristics of positive relationships • How to deal with risky or negative relationships including all forms of bullying and abuse, sexual and other violence and online encounters • About the concept of consent in a variety of contexts (including sexual relationships) • The impact of bereavement, separation and divorce on families and the need to adapt to changing circumstances • To respect equality and be a productive member of a diverse community • How to identify and access appropriate advice and support |

What is covered in each year group?

| Core Theme 2 – Relationships | | |
|-------------------------------------|---|---|
| Concepts | Year 10 | Year 11 |
| Healthy relationships | What is distortion of the media? | Why is commitment important? Marriage, same sex marriage, civil partnerships |
| Managing relationships and feelings | How do I conduct a positive sexual relationship? | What is sexual exploitation? The grooming process How can we combat bullying? |
| Valuing difference | What is a shared identity? What are our values? How do we challenge prejudice and discrimination? | Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding |

| Core Theme 3 - Living in the Wider World/Citizenship | | |
|--|--|--|
| Concepts | Processes and Skills | Context |
| <ul style="list-style-type: none"> • Money matters • Being a UK citizen • Preparing for the future • Rights and responsibilities • The UK and its relationship with the rest of the world • Crime and punishment | <ul style="list-style-type: none"> • Self-development • Exploration • Enterprise • Financial capability • Empathy | <ul style="list-style-type: none"> • Rights and responsibilities at work and attitudes and values in relation to work and enterprise • How to make informed choices and be enterprising and ambitious – risk and reward, social and moral dilemmas about the use of money • How to develop employability, team working and leadership skills and develop flexibility and resilience • About the economic and business environment – different types of work, business and range of opportunities in changing patterns of employment • Parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press |

| | | |
|--|--|---|
| | | <ul style="list-style-type: none"> • The different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond • Other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom • Local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth and the wider world • Human rights and international law • The legal system in the UK, different sources of law and how the law helps society deal with complex problems • Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding • The different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering • Income and expenditure, credit and debt, insurance, savings and pensions, as well as a range of other financial products and services. |
|--|--|---|

What is covered in each year group?

| Core Theme 3 – Living in the Wider World/Citizenship | | |
|--|--|--|
| Concepts | Year 10 | Year 11 |
| Money matters | AX programme | AX programme |
| Being a UK citizen | <p>The power of government, the role of citizens and Parliament in holding those in power to account</p> <p>The different electoral systems used in and beyond the United Kingdom</p> <p>The different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering</p> | Other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom |

| | | |
|--|---|---|
| Preparing for the future | Morrisby/ISCO testing | Futurewise feedback AX programme |
| Rights and responsibilities | Actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond | What are your human rights? Amnesty International What is Christian Aid? Forced marriage |
| The UK and its relationship with the rest of the world | | The UK and Europe – Brexit The Commonwealth The UN |
| Crime and punishment | The different roles of the executive, legislature and judiciary and a free press The legal system in the UK, different sources of law and how the law helps society deal with complex problems | Female genital mutilation and the law |

Religious Studies

The UK has a rich heritage of culture and diversity. This is continuing today in an era of globalisation and an increasingly interdependent world. Religion and belief for many people forms a crucial part of their culture and identity. Religion and beliefs have become more visible in public life locally, nationally and internationally. The impact of religion on society and public life is constantly brought to public attention through extensive media coverage. The rapid pace of development in scientific and medical technologies and the environmental debate continue to present new issues which raise religious, moral and social questions. The internet enables learning and encourages participation in public discussion of issues in a new and revolutionary way.

Religious education for children and young people:

6. Provokes challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development
7. Encourages pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives
8. Enables pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society
9. Teaches pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice
10. Prompts pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.

The Key Stage 4 programme builds on knowledge, understanding and skills built up in Key Stage 3.

What is covered in each year group?

| Year 10 | Year 11 |
|---|---|
| The role of the media | Attitudes towards sex |
| Views of contraception | Marriage |
| Donation and transplants | Wealth and want |
| Drugs and the industry | Human rights – torture and human trafficking |
| Attitudes towards suicide | Female genital mutilation |
| Social harmony and multicultural Britain | War and peace – war crimes |
| Human rights – terrorism, extremism and radicalisation | Nuclear war and Trident |
| | The arms trade |
| Choice of topic area for project/presentation work – euthanasia, miracle babies, abortion, genetical engineering and human cloning, animal rights | Responsibilities towards environmental issues |