



PSHE Progression Map

Purpose of study

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

Being a 21st century citizen in EYFS

Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably.

**By the end of
F2**

Project: Me and my family (cycle A) The Family Book

Children in F1

- To know the names of people I live with e.g. mum, dad, grandma
- To know the names of different people in my family
- To know that my family is unique
- To know that I belong to my family

Children in F2

- To know the name of members of my family
- To know the names for my extended family
- To know some families are small
- To know some families are small with one adult and a child
- To know some families are big with lots of adults and children
- To know some families, have no children
- To know all families are different
- To know that families help each other, care for each other, support each other and have fun together
- To know there will be the people who look after you, your parents or carers, there may be some older people, like grandparents
- To know that your family changes over time

Project: Similarities & Differences (Cycle A) The Elmer Treasury

Children in F1

- To know my own name
- To know the names of some of my friends and the adults in the unit
- To know when to say please and thank you
- To know how to follow the rules in Nursery to keep everyone safe
- To know that everyone looks different and unique e.g. skin colour, eye colour, hair colour
- To know that everyone has similar features e.g. nose, mouth, two eyes, hair, legs, arms

Children in F2

- To know the 'Brocklewood Way' and follow it
- To know how to take turns and how to share the resources with others
- To know how to be kind (use my 'inside voice', keep hands and feet to myself, look and listen at the person talking to me)
- To know the names of all my class
- To know who I like to play with and explain why

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	To know the names and describe people who are familiar to them To know facial features and parts of the body To know that everyone looks different and unique e.g. skin colour, eye colour, hair colour To know that everyone has similar features e.g. nose, mouth, two eyes, hair, legs, arms Project: Growing (Cycle A) The Tiny Seed Children in F1 To know how to initiate play. To know how to seek out others to share experiences. To know how to demonstrate friendly behaviour. Children in F2 To know how to hold a back and forwards conversation. To know how to manage conflict with other children. To know how to find compromises. Project: Respect for people (Cycle A) I'm Enough Children in F1 To know and say some parts of the PANTS Rule. To name some parts of the body e.g. legs, arm, head. To know where pants go on their body. To know how to say the word 'No'. Children in F2 To know and say the PANTS Rule. To name parts of the body e.g. legs, arm, head etc and know which parts should be private. To know where pants go on their body and that that area is private. To know the difference between appropriate and inappropriate touch and that they have the right to say 'No' to unwanted touch. To know who they can trust and who they can ask for help. Project: Belonging (Cycle B) My World, Our World Children in F1 Know who is in my family Know my sister and brother names now that I live with my family Children in F2 Know all families are different. know all families keep growing and have new additions Can name different members of my family Know my extended family who may not live with me Project: Same and Difference (Cycle B) All Are Welcome Children in F1 Knows some of the things that make them unique Know who I live with, what language I speak at home, what religion I follow, special events in my life Know what house I live in Know we all belong to the world Know we all look different.
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Know that other children have different lives to me
Know we all belong to our nursery

Children in F2

Know we are all different and we need to celebrate our similarities and differences.
Know that we all look different and are unique
Know that the human race is the same and that different race grouped by race
Know we all belong to the world, but we all look different
Know we are all humans, but we all have differences.
Know that different people celebrate different festivals and religions
Know that festival is a celebration and people celebrate.
Know that different people in different countries dress differently due to the customs and traditions they follow.
Know that different spoken languages from around the world and that people in our school speak different languages
Know that people live in different types of homes
Know that people eat different sorts of food

Project: The Right to be Looked After (Cycle B) I Don't Want to Wash My Hands

Children in F1

Know how their parent /carer helps them
Know that a doctor and nurse work in a hospital
Know that a doctor and nurse help to make people better
Know how to be safe in F1 unit
Know how to be safe in the F Garden
Know how to wash their hands.

Children in F2

Know how their parents help them and other people
Know about different occupations that look after people
Know how doctors and nurses help people
Know how to be safe in school
Know how to be safe when they cross the road
Know about stranger danger
Know that climbing can dangerous
Know how to be safe at home
Know that medicines are dangerous
Know why it is important to wash your hands
To know the correct way to wash your hands.

Project: The Right to be Safe (Cycle B) Through My Window

Children in F1

To name and describe different feelings
Understand how to be kind
Know how to take turns
Know the routines at Nursery
To know the rules in Nursery
Know who cares for us in our community and the jobs they do
Know who are our community heroes
Understand what a police officer does

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	Understand what a firefighter does Know what a fire engine looks like Children in F2 Understand what is fair and unfair in a situation Understand how to be a good friend Know how to share and take turns Know the rules in F2 unit Know the routines of F2 unit Know who cares for us in our community and the jobs they do Know who are our community heroes To understand what it means to have a job Understand what a police officer does Know the key parts of a police officer's uniform Understand what a firefighter does Know the key features of a fire engine Project: Looking After Our Body (Cycle B) Kitchen Disco Children in F1 Know that there are changes in their bodies after exercise (breath, body) Know to wash and dry hands after using the toilet Know how to dress, pull up own trousers/ skirt/ pants/ zipper Know how to use the mud kitchen Children in F2 Know that exercise has an effect on my body Know that exercise has a positive contribution on my wellbeing Know what a healthy diet is Know to and why we wash my hands after exercise, before preparing food, before eating food, after going to the toilet Know how to transport and store cooking equipment safely Know that I need to eat well, exercise well, sleep well and be clean to be healthy and well Project: What Makes Me Happy (Cycle B) The Jar of Happiness Children in F1 Know how to initiate play Know how to demonstrate friendly behaviour Know how to take turns and share Know how to wait my turn Children in F2 Know how to initiate conversations Know how to manage conflicts with other children Know how to find compromises Name emotion words- happy, angry, sad, happiness, anger, sadness Know 'The Brocklewood Way' Know that my actions affect other people Know how to make someone feel happy when they are sad
Being a 21st century citizen in KS1	

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During Years 1 and 2, pupils should be taught to use the following skills through the teaching of exploring and questioning the world around them, developing critical thinking skills to apply their learning to real world issues. The programme of study content will include:

- developing their knowledge of different types of rights
- engaging them in issues of diversity, identity and equality through the exploration of similarities and differences between people and their experiences, and the discussion of social and moral dilemmas
- exploring well-being in all senses and key factors in this (both local and global), and causes and consequences of economic inequalities
- considering how use, abuse and inequalities of power from local to global levels can affect the well-being of individuals and communities

By the end of
Y2

Project: Our Human Rights (Cycle A) Dreams of Freedom

I know **rules** in **school** in the **local community** to keep me **safe**.

Know that everyone at school has the **right to learn, right to be safe** and be **treated fairly**.

Know how behave in a way in the classroom and school that is respectful of the human rights of others.

I know the Universal declaration of **human rights** are a **global** statement to keep me safe and to try and create a better, more equal world.

I know some of the human rights: **We are born free and equal, and should treat others in the same way. We have the right to life, and to be free and feel safe. We all have the right to education.**

I know what the words **rights, freedoms, equality** means.

I know that if people are safe they might feel happy and **strong**.

I know how significant people in the book- **Dalai Lama, Anne Frank, Malala Yousufzai, Nelson Mandela** are connected to human rights and making the world a safer, more equal place know that if people are not safe they might feel **scared**.

Project: Our Safe Place (Cycle A) The Journey

Know we have **rules** in school to keep us safe.

Know children have **rights** in school- **the right to learn, the right to play, the right to be safe, the right to be happy, the right to privacy**

Know that these are our rights and we have a **responsibility** to ensure that other people have their rights too

Know things children can do to help others with these rights

Know how we can be responsible for ensuring people have these rights in the classroom, playground, home, **community**.

Know how we would help someone play, learn and be happy in our school if they had come on a **journey** here and how we can help them.

Project: Who is to Blame? (Cycle A) The Day the Crayons Quit

Know the qualities of being a good **friend**.

Know the difference between being friendly and being a good friend.

Know how to work well and **get on** in a group activity.

Know how to praise somebody for their work, give and receive a **compliment** and/or feedback.

Know what **conflict** means. Know that people see things from different **points of view** and perspective.

Know how to be a good **listener**.

Know how to resolve conflict by following restorative approaches, including **apologising** and **problem solving**.

Know the names of feelings- **angry** and what can **trigger** anger, empathy,

Project: Gender Equality (Cycle A) The Paper Bag Princess

To know that differences and similarities between people arise from gender. Know what gender stereotypes are.

To know what is fair and unfair, and what is right and wrong;

To share their opinions on things that matter to them and explain their views;

To think about themselves, learn from their experiences and recognise what they are good at

To identify and respect the differences and similarities between people;

To know that family and friends should care for each other;

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To realise the nature and consequences of teasing, bullying and aggressive behaviours about gender equality and how to respond to them and ask for help

Project: Creating a Fairer Society (Cycle A) Hermelin

I know **rules** in **school** in the **local community** to keep me **safe**.

Know the **rule of law** keeps us safe and keeps people treated fairly in our **local community** and in **Great Britain**.

Know that everyone at school has the **right to be treated fairly**. Know how behave in a way in the community and school that is respectful of the human rights of others.

Know that hat differences and similarities between people arise from a number of factors, including **cultural, ethnic, racial and religious diversity, gender and disability, age**.

Project: Happiness (Cycle B) My Many Coloured Days and The Colour Monster

Healthy Relationships

I know the main parts of the body including the names of sexual parts (penis, vagina)

I know the differences between boys and girls

I know that babies become children and then adults

Know that there are different types on relationships and families

Healthy Body and Mind

I know who to go to if I am worried.

I know what my body and mind needs to stay healthy including physical activity, rest, healthy eating and oral healthy.

I know the importance of valuing my own body and recognise **its uniqueness**.

I know there are different emotions- **happiness, sadness and anger**. I know there are different levels of anger

Project: Resilience (Cycle B) Giraffes Can't Dance

I can listen to other people.

I can recognise and name my feelings

I can recognise and say what I like and dislike.

I can recognise name and deal with my feelings in a positive way.

I can begin to recognise the range of human emotions and some ways to deal with these

I can say what I am good at.

I can set a simple goal.

I can say how I learn from my experiences.

I can listen to others and respect their viewpoints

I can identify positive ways to face new challenges and be prepared for Key Stage 2.

I know key figures in making change and fairness- Louis Braille, Richard Whitehead, **linking to history lessons**

I can recognise and say what is fair, unfair and what is right and wrong. **linking to history lessons**

I can identify and respect differences and similarities between people. **linking to history lessons**

I know that there are different types of bullying and teasing. I know that bullying is wrong and how to deal with bullying behaviours. **linking to history lessons**

Project: Plastic Pollution and Waste (Cycle B) Lost and Found

Know the 3r's- reduce, reuse, recycle. Describe the meaning of the 3 R's

Sort and learn what can be reused/reduced/recycled in the school.

Design a project to recycle more at school.

Project: Protecting Our Environment (Cycle B) The Chimpanzees of Happy Town

I know that we have to pay for what we buy

I can name some charities and explain what they do

I know that there are some things people have to buy and other things that we

choose to buy

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	I understand that it may not be possible to have everything you want I know different ways that money can be looked after I know some of the essentials that have to be paid for I know some ways that we can pay for things Project: Belonging (Cycle B) Beegu I know that different people belong to different communities and groups. I know how to be kind and tolerant to people who are different in our school community. I know how to be kind and tolerant to people who are different in the wider world. I can express an opinion and agree and disagreement can ask questions I can take part in discussion's and debates about topical issues I know what can be harmful to people living in my community and environment and I know living things have needs and responsibilities I know how I can contribute to the life of the school by showing tolerance, kindness and mutual respect to children who are new and people who are different.
Being a 21st century citizen in KS2 During KS2, children will have experience of how interconnected our world is and the importance of challenging stereotypes, as well as developing an awareness of events occurring in the world. The programme of study content will include: • developing their knowledge of different types of rights • engaging them in issues of diversity, identity and equality through the exploration of similarities and differences between people and their experiences, and the discussion of social and moral dilemmas • exploring well-being in all senses and key factors in this (both local and global), and causes and consequences of economic inequalities • considering how use, abuse and inequalities of power from local to global levels can affect the well-being of individuals and communities	
By the end of Y4	Project: Adapting to a New Society After Conflict (Cycle A) The Colour of Home and Child I Know what the terms migration, migrant, refugee means. Know that some children have to move countries due to conflict and war. Know what displacement means. Understand the idea of 'home' and 'belonging' and consider what it would mean to be deprived of these due to circumstances. Imagine how you would feel to rebuild a sense of home when relocating to a different country or culture and how they might make people feel welcome. Know that humans and children have rights- the right to feel safe, the right to an education. Know what the word 'empathy' means. Explore how understanding others, their stories and backgrounds is a kind act. Reflect on how empathy, mutual respect, tolerance and understanding others creates a kind community and is our responsibility as a Brocklewood citizen. Explore difference in the class community- locating the places and religions the children identify with. Celebrate the diversity of the class community. Case Study: Malala Yousefzai Know that Malala is from a country called Pakistan in Asia. Know that in Pakistan she did not have the right to education. Compare the push factors for her moving to the midlands in the United Kingdom with the child in the story. Know that she came to the U.K for her health and safety. Know how Malala stayed true to her beliefs, values and identity even under hardships. Compare the themes of belonging, diversity and identity between this story and others they have studied. Project: The Impact of Conflict on Children (Cycle A) Oranges in No-Man's Land Know that some children live in conflict and warzones. Know that some children have to move countries due to conflict and war. Recap the terms migration, migrant, refugee. Know what displacement means.

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	Know that humans and children have rights- the right to feel safe, the right to practice a religion, the right to an education. Case study: modern day conflict Know the rights of the child, knowing that every child has the right to an education. "Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people". Know how rights of the child can be affected by modern day conflict. Know the names and regions of the countries/ continents/ regions where conflict has taken place. Know that children living in conflict may miss years of education. Reflect on what they would miss at school for 5 years (knowledge, wellbeing, enrichment) Know how missing education would affect a young persons immediate life and future. Know stories of hope and where peace has been restored for children. Case study: Awra Amba Know that Awra Amba is a community in Ethiopia, Africa. The idea behind the community is peace, hope and education. Know that after conflict Awra Amba restored peace and sets out for every child to have an education. Know how they have set up a sustainable community. Project: Equality and Freedoms (Cycle A) My Little Book of Big Freedoms and The Patchwork Path Know that social justice and equity means people having an equal worth, equality and having basic human rights. Know UN human rights- right to be born free and equal, the right to not be discriminated against, the right to life, the right to freedom, the right to safety, the right to be equal before the law, the right to be protected by law, the right to privacy, the freedom to move, to right to practice a religion Case Study: The Underground Railroad Know that in 1800's some states in southern states of United States of America, such as Georgia, some people were enslaved. Know the term slavery. Know that some work that slaves did was working on plantations. Know that network, known as 'The Underground Railroad', helped slaves on their way to freedom from USA to Canada. Know he Underground Railroad had to be secret because it was against the law. Laws called the Fugitive Slave Acts protected slaveholders' rights even in states that did not allow slavery. The people who ran the Underground Railroad were abolitionists—they wanted to abolish, or end, slavery in all states. Know Harriett Tubman as a key figure throughout her life she helped to free over 70 slaves. Project: Aspirations (Cycle A) Christophe's Story Going for Goals I know my personal qualities and about myself as a learner. I know that I am responsible for my own learning and behaviour. I know what I need to do to learn effectively, by myself in a partnership in a group I know how my feelings can influence my learning. I know the words goals, targets, aspirations. I can set realistic targets. I can foresee obstacles and plan to overcome them when I am setting goals. I know how to work in a group making sure everyone is included by asking people by name for their ideas or thoughts Project: Women's Rights (Cycle B) Rosie Revere, Engineer Money and Employment Learn about jobs that people may have from different sectors. Know what the term 'sector' means. Create a job vacancy of any job of their choosing. Learn about the role of money understanding why we need money and the different ways we can pay for things. Understand the importance of saving money. Create a money box. Know what the term 'interest' and 'loan' mean. Know that by saving money in a bank/building society, people can earn interest. Recognise that by borrowing money in order to buy something, it is known as a 'loan', which usually has a general interest charge, so we pay back more than we borrow.
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Create a feelings' map of how someone might feel when they borrow money.
 Understand and investigate **gender stereotypes** related to work.
 Recognise some of the key skills needed to do a job.
 Understand the term 'stereotype'.
 Understand that no job role is designated to a certain gender.
 Understand the Equality Act and reference to the 8 protected characteristics.
 Create a video explaining that gender is irrelevant and has more to do with the skills and attributes that someone possesses.

First aid

To know how to carry out basic first aid for cuts.
 Know the difference between minor and major cuts.
 Know vocabulary related to cuts.
 Be able to carry out first aid for minor cuts.
 Be able to react correctly in relation to a major cut.
 Write step by step instructions on how to apply first aid to a minor cut.
 Perform a role play with a peer.
 To be able to carry out basic first aid for someone who is choking.
 Identify the difference between mild and severe.
 Know the procedure for someone who is mildly choking.
 Know the procedure for someone who is severely choking.
 Watch clips of scenarios and write a brief description of how they would react.
 To be able to complete the recovery position and practise CPR.
 Know when to put someone in the recovery position.
 Understand why we put people in the recovery position. Know how to put people in the recovery position.
 Know how to deliver hands only CPR. Be aware of the basics for CPR with rescue breaths.
 Write a child-friendly checklist for completing the recovery position and CPR.
 Write a checklist of when to ring 999

Project: Bullying (Cycle B) Secret Friends

I know what the term **bullying** is.
 I know there are different types of bullying- **verbal, social and emotional (psychological) cyber, physical**.
 I know what the difference between bullying and teasing is (intention).
 I know what it means to be a **witness** to bullying.
 I know that witnesses can make the situation better or worse by their actions.
 I know how it might feel to be a witness to and a target of bullying (**empathy**).
 I know why witnesses sometimes join in with bullying or don't tell.
 I know some ways of helping to make someone who is bullied feel better.
 I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I am not sure.
 I know how to problem solve a bullying situation with others.

E-Safety

I know that **cyber bullying** is happens online and how it makes people feel.
 I know what **comments** online are and that they may be true/false kind/unkind
 I that cyber bullying can also be saying negative or false comments and excluding people online.
 I know the difference between a real friend and an **internet friend**.

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I know what to do if someone I don't know tries to befriend me online.
I know what real account/**Fake accounts** are

Project: Loss (Cycle B) The Lost Thing

Know that **mental health**, just like **physical health**, is part of daily life; Know the importance of taking care of mental health.
Know about strategies and behaviours that support mental health- **5 ways to wellbeing**- learning something new, connecting (with people and nature), take notice, be active and give.
Know a range of vocabulary to describe our **feelings**, recognise that feelings can change over time and range in intensity.
Know about everyday things that affect feelings and the importance of expressing feelings.

Project: Is Being a Vegan Healthy? (Cycle B) Charlotte's Web

I know what makes a healthy lifestyle and the benefits of healthy eating.
I can make informed choices about healthy eating and exercise.
The human body needs a balanced diet to work properly.

Good health involves drinking enough water and eating the right amount of foods from the different food groups: **I know that carbohydrates** give us energy. They are found in foods such as bread, potatoes and pasta. **I know that Proteins** help our bodies to repair themselves. They are found in foods such as fish, meat, nuts, seeds, eggs and cheese. **I know that Fats** help store energy for our bodies. They are found in foods such as butter, cheese and fried foods. **I know that Fibre** is important for helping us digest our foods. It's found in fruit and vegetables.

Project: What is a Healthy Relationship? (Cycle B) Julian is a Mermaid, The Invisible String, If all the World Were, We are Family and The Girls Feelings and self awareness

Know vocabulary to explain how I am feeling (**anger, worry, fear, sadness, happiness, jealousy**)
Know it is possible to change how I am feeling by doing different things or using a range of **strategies**.
Know about **personal identity**; what contributes to who we are (e.g. **ethnicity, family, gender, faith, culture, hobbies, likes/dislikes**)
Know how to discuss differences with my peers and celebrate each others differences
Know how to recognise my own **individuality** and **personal qualities**
Know how to identify **personal strengths, skills, achievements** and **interests** and how these contribute to a sense of **self-worth**
Know how to recognise the importance of **self-respect** and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support **courteous, respectful relationships**
Know how to take responsibility of look after my body and mind (exercise, sleep)
Know have thought about ways of keeping myself safe including how to contact Childline

Families

Know and use the word **gender** to describe a person.
Know there are a range of family types **step families, one parent families, same sex parents, adopted families**
Know that family units care for each other and make people feel safe and loved
Know about **diversity** in families and how family units are different
Learn about **Hindu** and **Jewish** traditions in families and how this is the same/ different
Use the programme Lyfta to discuss and elaborate on difference in families and challenge **stereotypes**.

Friends

Know that friends are an important relationship to have.
Know that friends make us feel a range of different emotions- **happiness, sadness, jealousy, safety, worry**
Know how to recognise good or bad friendship behaviour
Know that friends have many differences
Know strategies for repairing friendships

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	Community Know there are lots of different communities- school community, class community, locational community, religious community. Know that common values make communities strong. Know what behaviours can make community's feel upset. Know that I am part of a class community. Know the Brocklewood way and how this helps us to keep our class community safe. Discuss and elaborate on religious communities knowing common values of Hindu and Jewish community. Evaluate the similarities and differences. Gender Know what is the same and different about each gender Know what a gender stereotype is and how to challenge this Know scientific body parts- penis, vagina, Know the external genitalia and internal reproductive organs in males and females Know about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene Use the programme Lyfta and stories to discuss and challenge gender stereotypes. Gender stereotypes will be studied further and in more depth in Y3/4 in the 'What does fashion say about me?' project. Relationships Know different types of relationships- friend, parent, grandparent, romantic, family Identify what makes a good and healthy relationship Identify what makes a bad and unhealthy relationship Know the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction Know about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) Know how to recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact Know about seeking and giving permission (consent) in different situations Know about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret Learn about religious teachings about relationships (Hinduism and Judaism). Discuss and evaluate similarities and differences.
By the end of Y6	Project: Water Pollution (Cycle A) Flush Know the distribution of water across the world. Know that one billion people in the world do not have access to clean water. Know there are many reasons why people don't have access to clean water. Know that access to clean water is a human right Know nearly one in three people (that is 2.5 billion people) live in areas without proper, hygienic sanitation which leads to people catching diseases such and cholera. Know the negative effects of no access to clean water and sanitation on health, learning work and ultimately, a country's economy. Know organisations who support clean water projects e.g UNICEF, World Toilet Day, WE Project, World Water Day Know how to organise an event to raise funds to help bring clean and accessible water to people around the world. Case Study: Gender Inequality. Know that women and girls in many countries are affected more severely by natural disasters including floods and droughts than men and boys. Know that in many countries, collecting water is a job typically done by women and girls. Know that girls and children often miss out on school while collecting water and women. Know some girls also miss out if the school can't afford separate toilet facilities for boys and girls Project: International Relations (Cycle A) The Boy in the Striped Pyjamas Pupils reflect on their learning of WW2 on our diverse local community. Knowing the importance of valuing and respecting other people. Know actions and behaviour that show discrimination against others. Know actions and behaviour that show respect and value others. Know how to respond to discriminatory behaviour in school.

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Project: Symbols of Peace (Cycle A) No Ballet Shoes in Syria

Pupils reflect on their learning of peace and conflict on our **diverse local community**.

Know **UN human rights**, particularly the right to **freedom** and **safety**, If we are frightened of being badly treated in our own country, we all have the right to run away to another country to be safe, We all have the right to belong to a country, We all have the right to believe in what we want to believe, to have a **religion**, or to change it if we want, right to an **education**, right to **work**. We can all ask for the **law** to help us when we are not treated fairly.

Knowing the importance of valuing and respecting other people.

Know actions and behaviour that show **discrimination** against others.

Know actions and behaviour that show **respect** and **tolerance** towards others.

Know how to **respond** to discriminatory behaviour in school.

Case Study Modern day conflict: Syrian Civil War

Know the Syrian conflict. Know what the phrase **civil war** means. Know there are a range of reasons why conflict began in **Syria**. One of the reasons is protesting for a want of a more democratic government.

Know what **democracy** means.

Know that **migration** and **displacement** is a consequence of this war/ conflict.

Know critique/ which **human rights**, **rights of children** and **laws** will have been denied or restricted for children and citizens as a result of the conflict.

Know non-government organisations and charities that are set up to support refugees during conflict-**save the children, Oxfam**

Know governments set up **refugee camps** to support refugees during conflict, food, education. Know how to use sources- images, articles, to critically evaluate support systems.

Project: Homelessness (Cycle A) The Soup Movement

Know that **social justice and equity** means people having an equal worth, **equality** and having basic **human rights**.

Know the relationship between rights and **responsibilities**.

Know **UN human rights** connected with socio economic disadvantage and homelessness particularly **the right to safety, the right to adequate housing**.

Know that **homelessness** means not having a home.

Know what **hidden homelessness** means.

Explore **stereotypes** relating to homelessness.

Know that being homeless can affect any person- regardless of age, gender, religion etc.

Know the main causes of homelessness. Know the main cause of homelessness is relationship breakdown. Other factors include: mental ill health, lack of qualifications, lack of social support, addictions, having been in care, the services or prison

Knowing the importance of valuing and **respecting** other people.

Know actions and behaviour that show **discrimination** against others.

Know how to respond to discriminative behaviour.

Know actions and behaviour that show **respect, empathy, compassion, tolerance** towards others.

Know the ways in which we can tackle and support charities working with homelessness in our local community- **Framework, Emmanuel House, The Hope Centre**.

Case Study Grenfell Tower- Homelessness and Community links

Know in 2017, a fire in a tower block in London caused people to lose their lives. This was a **modern disaster**.

Know that a public inquiry deemed the tower block to be unsafe.

Know that churches, mosques, community centres and charities such as the red cross offered food water money.

Know that people today are still left homeless because of this disaster

Project: Belonging (Cycle A) Wonder

Know what it means to live in a diverse society and community. Understand and use the word **diversity**.

Know that in our community/ society people live with different abilities and needs.

Know a range of visible disabilities- physical disabilities, disabilities, learning differences and medical conditions. **Visual impairment, Hearing Impairment, Cerebral Palsy, Facial disfigurement**.

Know the term **invisible disability**- that others might not be able to see or notice, just by looking at the person.

Understand that people with an invisible disability may be excluded and their needs may be not understood, or remain unmet.

Know that people with **visible disabilities** may receive discriminatory behaviours or **bullying**.

Know the term **neurodiversity**. Know that this term is based on the notion that people have their own unique way of thinking and experiencing the world.

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	Know and explore the terms ADHD, autism, dyslexia, Know how to empathise with somebody's daily life or experiences who has a disability Know the term acceptance, equity and equality. Know the term discrimination and disablist. Know that bullying behaviours are a form of discrimination. Know there are laws to protect those with a disability such as The Equality Act and The Disability Discriminations Act Case Study: Visible difference: Nikki Lilly, Katie Piper Know that 'Nikki Lilly' has a rare medical condition. Understand how this affects her day to day life. Know that Katie Piper has Know the achievements of these individuals and how the campaign about facial disfigurement, positive messages about beauty. Critique how social media, media, advertisements can give negative, one sided messages about beauty and how this can affect peoples self esteem and body image. Know how cyber bullying on social media can affect peoples self esteem, confidence and self worth. Case Study: Invisible difference: Greta Thurnburg Know that climate change activist Greta Thunberg has Asperger's, a type of Autism. Know she attended a specialist school to support her difficulties. Know her achievements globally. Know her calls her disability a super power. Project: Childhood Migration (Cycle B) Dear Habib and The Breadwinner Know that people will have different perspectives on issues such as migration. Know the meaning of the terms migration, asylum seeker, refugee. Use human rights and the rights of the child to improve awareness of legal positions and challenge misinformation about rights and entitlement. Engage with the idea of 'home' and 'belonging' and consider what it would mean to be deprived of these due to circumstances. Imagine how you would feel to rebuild a sense of home when relocating to a different country or culture and how they might make people feel welcome. Consider factors that unaccompanied young people have to deal with when coming to the U.K and their own agency to offer support Use a range of expressive writing/ art formats to engage with the power of the story. Project: Gender Identity (Cycle B) The Boy in the Dress Know what is the same and different about each gender Know what a gender stereotype is and how to challenge this Understand how our attitudes and values about gender and sexuality may be affected by factors such as age, religion, and culture Know how to recognise and challenge gender stereotypes Know how media messages affect attitudes, can cause inequality of opportunity and affect behaviour Use the programme Lyfta and stories to discuss and challenge gender stereotypes. Project: Inequalities within and between societies (Cycle B) Stella by Starlight Know the terms social justice and human rights. Know groups in society that are considered to be disadvantaged. Know the equality act and 9 protected groups. Know how social groups may be under represented in careers. Critique how social media and popular culture have contributed to disadvantaged groups Design a recruitment campaign which represents equality. Project: Dreams and Aspirations (Cycle B) Kick <u>Rights and Responsibilities</u> To know the rule of law. To know the reasons for rules and laws. Know the consequences of not adhering to rules and laws.
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	To know the human rights. To know the rights of the child. Know rights are there to protect everyone. To understand the relationship between rights and responsibilities. To know how to have compassion towards others means and the shared responsibilities we all have for caring for other people. To know how to solve a problem through a restorative justice approach, knowing children have rights to have ownership in solving a problem To know what the word poverty means. To know the causes of world poverty To know that action is being taken to tackle poverty through the U.N goals. To know how charities take action against poverty Aspirations To set myself a goal to help achieve personal outcomes To know a range of jobs and careers. Know that some jobs are paid more than others and money is one factor which may influence a person's job or career choice Know that people may choose to do voluntary work which is unpaid Know skills that will help them in their future careers e.g. teamwork, communication and negotiation Know jobs and activities that they might like to do when they are older Finance Education- this builds on from Y3/4 Know how to set up a fundraising event. Know there are different ways to pay for things and how we can offer choice of payment. Know people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'. Know that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity). Know how to make informed choices about spending decisions, choices, based on priorities, needs and wants. Know how to keep track of money using a spreadsheet. Know about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe. Know that money can impact on people's feelings and emotions Project: The Best Version of Me (Cycle B) A Monster Calls Children will follow the Transform Leadership programme, reflecting on their own dreams and aspirations and how they can be a responsible local and global citizen. This will finish with a three minute TED style presentation. Working on myself: I can identify positive things about myself and my achievements. I can set myself personal goals. I can identify positive ways to face new challenges and be prepared for the transition KS3 Working with others: I can support and coach my peers. I can express my views confidently but listen and respect the views of others. I can present in front of others I know how to be a leader, be aware of different leadership styles and recognise the difference between aggressive and assertive behaviour. Aspiring to make positive changes locally and globally: I can discuss and challenge issues within our local, national and global communities I know individual rights and community responsibilities. I can research discuss and debate topical issues, problems and events. I can challenge stereotypes I know about the basic institutions that support democracy locally and nationally who makes decisions to improve my local communities (MP's, local community groups, mini police) I know significant leaders who have made changed internally and nationally.
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