

	Autumn	Spring	Summer
Year A	<p>Who am I and How do we live together? BV – Individual Liberty and UN Children’s Rights:</p> <p style="text-align: center;">KS1</p> <p>I am developing an awareness of my own needs, views and feelings I can talk about how I feel I can be sensitive to and respect the feelings of others</p> <p style="text-align: center;">LKS2</p> <p>I can use encouragement when respecting everyone’s differences I can celebrate the uniqueness of each individual and the power of being different I can explore ways I am free to be me I understand ways to help others to be free to be themselves</p> <p>I can value and respect everyone’s individual name I can choose words to describe my individual personality I can consider the hopes and dreams we all have.</p> <p style="text-align: center;">UKS2:</p> <p>I can explore the right to live in freedom and individual liberty I can explore ways I can support other people’s right to live in freedom and individual liberty I can explore the idea that we need to allow other people to have liberty I understand that individual liberty has to be within the rules.</p>	<p>Who am I and how do we live together? BV – Democracy:</p> <p style="text-align: center;">KS1</p> <p>I can express and justify my opinion I know mine and others’ views count I can understand the importance of teamwork</p> <p>I can make choices and begin to understand and respect the democratic process.</p> <p style="text-align: center;">LKS2</p> <p>I can start to understand the term democracy and why it is important I can take part in a fair vote I can explore ways we can express our opinions and campaign for democratic change</p> <p style="text-align: center;">UKS2</p> <p>I can start to understand the term democracy and why it matters I can take part in a fair vote</p>	<p>Who am I and how do we all live together? Bullying and Racism 1: BV – Mutual Respect and Tolerance, and UN Children’s’ Rights:</p> <p style="text-align: center;">KS1</p> <p>I know that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds etc. I know that people have things in common but everyone is unique I can identify and respect the similarities and differences between people.</p> <p style="text-align: center;">LKS2</p> <p>I can describe how to welcome people and practice being welcoming I can think about what different people in Britain are like.</p> <p style="text-align: center;">UKS2</p> <p>I can understand how all people are equal and different</p>

	<p>Health and Mental Health</p> <p>H11. that household products, including medicines, can be harmful if not used properly [SEP]</p> <p>H9. to differentiate between the terms, 'risk', 'danger' and 'hazard' [SEP]</p> <p>H10. to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience [SEP]</p> <p>H13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention [SEP]</p> <p>H14. about the ways that pupils can help the people who look after them to more easily protect them [SEP]</p> <p>H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong [SEP]</p> <p>H2. how to make informed choices</p>	<p>What is the RSPCA and why does it matter to me?</p> <p>KS1</p> <p>I know that people and other living things have rights, and that I have a responsibility to protect those rights.</p> <p>I know what improves and harms my local, natural and built environments and develop strategies and skills needed to care for these [SEP]</p> <p>KS2</p> <p>I know I have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment</p> <p>I recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing [SEP]</p>	<p>How do my actions affect my world?</p>
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	<p>(including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p>		
<p>Year B</p>	<p>How do we all live together? BV – Rule of Law and UN Children’s Rights I know what is right/wrong and can apply this in my life I understand the need for rules Everyone in a community has rights and responsibilities I am a member of my community I know who helps me in school and in the wider community I can understand the importance of teamwork LKS2 I can follow and value rules I can explore and make rules, learning their value and purpose I can think thoughtfully about why rules are needed, explaining this to someone else UKS2 I can think about why we have the ‘Rule of Law’ I can explore rules, learning their value and purpose I know that I have the right to be protected by the law.</p>	<p>Where does my money come from? KS1 I know we can get money in different ways e.g. earn, win, borrow, find, pocket money and presents I can describe where my money comes from I am beginning to understand about working to earn money LKS2 I know that there are a range of jobs – paid and unpaid I can describe different jobs that I might do to earn money when I am older I understand that some jobs pay more than others USK2 I can describe how having a job will allow me to achieve certain goals in my life, including financial ones. I am beginning to understand that the choices I make about work and money will affect my life.</p>	<p>What can we use our money for? KS1 I am beginning to understand why money is used I can make spending and saving choices based on my own needs. I know that the choices I make about spending and saving can be influenced by, and have an effect on, others. I can make spending and saving choices based on my own needs I understand it may not be possible to have everything I want straight away. I know that my family and I need and want different things I can explain the difference between a need and a want I am beginning to understand that we might not always be able to have the things we want or need. LKS2 I can make spending and saving choices based on my own needs. I understand it may not be possible to have everything I want straight away, if at all. I know I will have to prioritise between needs and wants. UKS2</p>

			<p>I know that manufacturers and shops advertise to persuade me to spend my money.</p> <p>I can recognise that people are trying to influence my choices about money.</p>
	<p>Health and Mental Health</p> <ul style="list-style-type: none"> • H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings ^[L]_[SEP] • H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves • H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media <p>H6. the importance of, and how to, maintain personal hygiene ^[L]_[SEP]</p> <p>H7. how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading ^[L]_[SEP]</p> <p>H12. that bacteria and viruses can affect health and that following simple routines can reduce their spread ^[L]_[SEP]</p> <p>H2. how to make informed choices</p>	<p>How can I keep myself and others safe?</p> <p>Road safety/water safety</p> <p>Bullying</p> <p>Mental health resilience</p> <p>We Eat Elephants tactics – rethinking...</p> <p>H15. school rules about health and safety, basic emergency aid procedures, where and how to get help ^[L]_[SEP]</p> <p>H9. to differentiate between the terms, ‘risk’, ‘danger’ and ‘hazard’ ^[L]_[SEP]</p> <p>H10. to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience ^[L]_[SEP]</p> <p>H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept ^[L]_[SEP] of a ‘balanced lifestyle’</p>	<p>How can our money help other people?</p> <p>KS1</p> <p>I know I have choices about how I spend my money</p> <p>I know that the choices I make about spending can be influenced by, and can have an impact on, other people.</p> <p>LKS2</p> <p>I know what charities are and what some might do</p> <p>I can explain how charities might help others.</p> <p>UKS2</p> <p>I understand that we should all be critical consumers, but that the choices we make well be affected by income, commitments, values and culture.</p> <p>I understand why making informed decisions will help me make the most of the money I spend and save</p> <p>I am beginning to understand why and how some of the money we earn supports the wider community.</p> <p>I know that money is deducted from earnings to provide for the things we need.</p> <p>I can describe some ways in which government uses money to provide for my needs and the needs of those in my local community</p> <p>I am beginning to understand why and how</p>

	(including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'		some of the money we earn supports the wider community.
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In Class PSHE:

The British Values Units have many additional activities that can take place in classrooms – please back up the FG work in these.

Money: How does money make us feel / How can we look after our money? – In classes

Bullying: In classes

Sex Ed – in classes

	Autumn	Spring	Summer
A	Support Individual Liberty - Goal setting / Good to be me	Support Democracy	Support Mutual Respect and Tolerance
	Bullying / Getting on and Falling out	How does money make us feel?	How can we look after our money?
B	Support Rule of Law - Be the Best You can Be	Scoop up from NC	Support What can we use our money for?
	Bullying / Getting on and falling out	Scoop up from NC	Support How can our money help other people?