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**Personal Development**

**KNOWLEDGE Progression**

**Our Intent:**

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| **Core Principles for Personal Development at Victoria Primary School:**  Our Personal Development curriculum incorporates Personal Social and Health Education (PSHE) Relationship, Sex and Health Education (RSHE), Citizenship, wider enrichment opportunities and safeguarding. Wider curriculum subjects also make specific links on how each discipline contributes to the personal development of our children in the subject Knowledge Progression documents.  **National curriculum PSHE:**  We tailor our PSHE programme to reflect the needs of our pupils, and use our PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. At Victoria we use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, relationship and sex education (RSE) and the importance of mental health, physical activity and diet for a healthy lifestyle.  **National curriculum RSHE:** Our relationship, sex and health education promote the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, online relationships and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact. We want our children to recognise families can take many forms but all should provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing. As a school we feel it is important to teach the human reproduction aspects of sex education (outlined in the ‘Changing Me’ units of study). We consult parents/carers if they wish to withdraw their children from this content but share with them the learning objectives and images used during these sessions. All content related to body changes and puberty are part of the ‘health’ strand, is statutory and taught to all children.    **National curriculum British Values/ Citizenship:** We want our children to be prepared for life in modern Britain. During the EYFS stage and Key Stage One pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people and how they can take part in positive changes. During Key Stage Two pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities and play a role in bringing about positive change within our communities.  **Wider-Enrichment Opportunities:** Our enrichment curriculum is designed to provide a range of opportunities to nurture develop and stretch children’s talents and interests. For one hour every Friday afternoon all children at Victoria Primary School are given the opportunity to explore enriching activities within four domains: The Arts, Sports, Nature and STEM. We believe this dedicated enrichment time is necessary for ensuring a well-rounded education for each pupil, broadening their cultural capital. As newly engaged learners begin to understand who they are as a person and as a learner, they learn how to become and stay motivated during the school day. By learning time management skills, developing their engagement, and strategic problem solving or planning skills, pupils will see both their confidence improve and will achieve better. Pupils will engage in competitions and contribute to the local and wider community. As pupils move farther along in school, this is even more important as the curriculum content continues to increase and advance, they will be enabled to set their own pace of learning, motivating pupils to continue a path of lifelong learning, passions and interests.  **Safeguarding:** Through Personal Development we teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. Initially this is taught through a focus on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This also includes the understanding of boundaries in friendships with peers and also in families and with others, including online friendships. It is our duty to ensure all children know how to report concerns and seek advice when they suspect or know that something is wrong. We consider it to be the upmost importance to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. |

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| **Area of Study and Key Concepts** | **Early Years** | **Year 1/2** | **Years 3/4** | | | **Years 5/6** | |
|  | | | **Y3** | **Y4** | | **Y5** | **Y6** |
| **Cycle A - Autumn I** | **Emotions**  **ELG 3**  Self-Regulation  **ELG 4** Managing Self  **ELG 5**  Building Relationships  **ELG 14**  People, Culture and Community | **Relationships** – Caring Friendships  How can we make up after falling out?  How might unkind words make us feel?  How can I manage my feelings when feeling upset?  **What strategies can I use to be a good friend?** | **Relationships** – Families and the People who care for me  What roles do different people in my family have?  How might others around the world influence our lives?  What rights do I have as a child?  **How can I demonstrate responsibilities within my family?** | | | **British Values** – Multicultural Communities (Tolerance & Respect)  *What are British Values*  How is tolerance and diversity promoted within our school?  How are different ethnicities portrayed within the media and our community?  How might different groups support our health and wellbeing?  **How can we show tolerance to others within our community?** | |
| **Cycle A - Autumn II** | **Celebrations**  **ELG 3, 4, 5, 14** | **Health and Wellbeing** – Being Safe at home  How can I be safe within my home?  How can I stay safe outside of my home?  Who can help look after me?  **What must I remember to help me keep safe within my home and my surroundings?** | **Living in the Wider World** – Current Affairs  Why do countries have wars?  How does the media portray information about wars?  How can we distinguish which information is real or fake?  **Do you think wars are necessary?** | | | **Health and Wellbeing** – Drugs, Tobacco & Alcohol  How might different types of drugs affect our bodies?  How might young people be influenced/ exploited by drugs and gangs?  Who can support us in ensuring that we stay healthy and safe?  **How can I ensure that I don’t get involved with drugs and gangs?** | |
| **Cycle A - Spring I** | **Animals Around Us**  **ELG 3, 4, 5, 14** | **British Values** – Making decisions together (Democracy)  *What are British Values*  What is democracy and where can we find it in school?  How can we make decisions together?  What are positive changes we’d like for Victoria?  **How can we run a positive campaign in school?** | **Relationships** – Respectful Relationships  Why are friendships important?  What are the characteristics of healthy friendships?  Who should we trust? Who should we distrust?  **How can I seek help or advice from others when I need it?** | | | **Living in the Wider World** – Enterprise  What is enterprise?  Which brands are most effective and why?  Do all businesses need adverts?  **Can we organise, advertise and run a bake sale and make a profit to spend on books?** | |
| **Cycle A - Spring II** | **Where We Live**  **ELG 3, 4, 5, 14** | **Health and Wellbeing** – My Healthy Body  What are unhealthy choices and why will they make me unhappy?  What are healthy choices and why will they make me happy?  What are the ways can I keep myself clean and healthy?  **How can we create a daily health plan for our class?** | **British Values** – Freedom for all (Individual Liberty)  *What are British Values*  What are human rights?  What is the UN Declaration of Rights of the Child?  Does every child have these rights?  **What can we do in school to promote the United Nations Convention on the Rights of the Child (UNCRC)?** | | | **Relationships** – Protected Characteristics  Why do we have protected characteristics in British law?  What is the difference between prejudice and discrimination?  What is the difference between equality and diversity?  **Can I recall and explain the 9 protected characteristics outlined by the Equality Act 2010?** | |
| **Cycle A - Summer I** | **Globetrotters**  **ELG 3, 4, 5, 14** | **Living in the Wider World** – Money  How is money earned and what different jobs can people have to earn money?  Why does money need to be looked after and how can we do this?  Should I save or spend my pocket money?  **Can I explain the difference between want and need?** | **Changing Me** –  Body Changes  How does a baby grow?  How do boys and girls bodies change on the *outside* so they can have babies?  How do boys and girls bodies change on the *inside* so they can have babies?  **Is there such a thing as a ‘normal’ family?** | | **Changing Me** –  Having A Baby  Where did I get my personal characteristics from?  What are the internal and external parts of a male and female body necessary for making a baby?  How does a girls body change when she becomes an adult?  **How does the circle of change work and how can I apply it to my life?** | **Changing Me** –  Puberty  What do we mean by self/body image?  How do boys’ and girls’ bodies change during puberty?  How are babies conceived?  **Can I explain what we mean by ‘consent’?** | **Changing Me** – Conception  Why is it important to look after yourself physically and emotionally?  What is positive self-esteem and what can I do to develop it?  How does a baby develop from conception through to nine months of pregnancy?  **Why does being physically attracted to someone change the nature of the relationship?** |
| **Cycle A - Summer II** | **On The Stage**  **ELG 3, 4, 5, 14** | **Health and Wellbeing** –My Feelings  What are the zones of regulation?  How am I feeling and how do I know this?  How are my friends feeling and what are the signs?  **How can I self-regulate myself and help other to regulate?** | **Health and Wellbeing** – Self-Regulation  What are some physical and mental effects of emotions?  What is loss, separation, divorce and bereavement?  How might emotions conflict with each other?  **Who is responsible for helping me stay safe and healthy?** | | | **British Values** – The Rule of Law  *What are British Values*  What would happen if we didn’t have any rules?  What is the rule of law and why is it important?  What laws and crimes do we know about and what is the age of criminal responsibility?  **How does the rule of law contribute to British values?** | |
| **Cycle B – Autumn I** | **Emotions**  **ELG 3, 4, 5, 14** | **British Values** – Treat others like you want to be treated  (Tolerance & Respect)  *What are British Values*  How do I want to be treated?  What is respect and how can I show respect?  What should I do if I have different beliefs to someone else?  **How can I demonstrate respect in school to my teachers and classmates?**  **How can I demonstrate respect at home and in my neighbourhood?** | **Living in the Wider World** – Charity  Why do people give to charity?  What local charities are there in our community?  Should people give to charities at home or abroad?  **Can we start a Community-based**  **Charity Drive?** | | | **Health and Wellbeing** – Dreams, Goals and Aspirations  Do I know what people in my class like or admire about me?  What are my strengths and goals?  What are the steps to success I need to reach my goals?  **What aspiration do we have for the world and how can we start making a difference in our school community?** | |
| **Cycle B – Autumn II** | **People Who Help Us**  **ELG 3, 4, 5, 14** | **Living in the Wider World** –  The Environment  What is the ‘the environment’?  Why should we care for the environment?  What are ways people can help look after ‘the environment’  **What can I do at home and at school to help the environment?** | **British Values** – Democracy  What is Parliament?  *What are British Values*  How are rules and laws made?  What is the purpose of the police service?  **How can we take part in making and changing a school rule?** | | | **Living in the Wider World** – Future Careers  What is a stereotype?  Who can be a builder? Who can be a nurse?  What are my strengths and areas to develop to be successful?  **What would I like to do when I’m older and what career journey will I need to embark on?** | |
| **Cycle B – Spring I** | **Animals Around The World**  **ELG 3, 4, 5, 14** | **Health and Wellbeing** – Make friends don’t break friends  What things cause problems between friends?  How can I solve problems between friends when they occur?  How can I make others feel part of a group?  **Can I explain what bullying is (STOP) and what bullying isn’t** | **Relationships** – Online Relationships  What online communities are we a part of?  What rights and responsibilities do I have in this community?  Why does social media have age limits?  **What strategies are there for keeping myself safe online? (SMART rules)** | | | **Health and Wellbeing** – Mental Health  How do I take responsibility for my mental health?  How can technology have a negative impact on my mental health?  Why do people join gangs?  **What is the difference between mental health and mental illness?** | |
| **Cycle B – Spring II** | **Nature Around Us**  **ELG 3, 4, 5, 14** | **Relationships** – Family roles and responsibilities  What are my family relationships and what makes them special?  What causes conflict with my friends?  When is it good/not good to keep a secret?  **How can I show appreciation to people who can help me in my family, my school and my community?** | **Health and Wellbeing** – Hopes and Dreams  What are my hopes and dreams for the future?  What will I do if some of my hopes and dreams don’t come true?  What hopes and dreams do we have for Victoria?  **How can I show resilience and a positive attitude?** | | | **British Values** – Immigration (Tolerance & Respect)  *What are British Values*  What ethnic groups do we have in our community and why have they moved here?  What is an immigrant, economic migrant, asylum seeker and refugee?  What are universal human rights?  **How can we recognise and value cultures other than our own?** | |
| **Cycle B – Summer I** | **Artists and Designers**  **ELG 3, 4, 5, 14** | **Changing Me** – Growing & Changing  What physical changes happen in animals?  How am I different now to when I was a baby?  What are the correct names for girls and boys body part?  **Can I explain the PANTS rule?** | **Changing Me** –  Body Changes  How does a baby grow?  How do boys and girls bodies change on the *outside* so they can have babies?  How do boys and girls bodies change on the *inside* so they can have babies?  **Is there such a thing as a ‘normal’ family?** | | **Changing Me** –  Having A Baby  Where did I get my personal characteristics from?  What are the internal and external parts of a male and female body necessary for making a baby?  How does a girls body change when she becomes an adult?  **How does the circle of change work and how can I apply it to my life?** | **Changing Me** –  Puberty  What do we mean by self/body image?  How do boys’ and girls’ bodies change during puberty?  How are babies conceived?  **Can I explain what we mean by ‘consent’?** | **Changing Me** – Conception  Why is it important to look after yourself physically and emotionally?  What is positive self-esteem and what can I do to develop it?  How does a baby develop from conception through to nine months of pregnancy?  **Why does being physically attracted to someone change the nature of the relationship?** |
| **Cycle B – Summer II** | **Transport Now and Then**  **ELG 3, 4, 5, 14** | **Health and Wellbeing** – Being Safe Online  What does it mean to be ‘online’?  How  What is respectful/disrespectful behaviour online?  What is my private information and why should I never share this?  **Can I demonstrate my understanding of the ‘SMART’ rules?** | **Health and Wellbeing** – Fit & Healthy Lifestyles  Which is more important physical or mental health?  What is an informed choice?  What is a balanced lifestyle?  **Who is responsible for helping me stay safe and healthy?** | | | **Relationships** – Equal and Trusting  What does an equal and trusting relationship look like?  When I’m older, what will It mean to have a ‘boyfriend’ or ‘girlfriend’?  What situations cause jealousy in relationships?  **Can I identify signs of controlling or abusive behaviour?** | |

**EYFS Curriculum Progression**

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| **ELG 3: Self-regulation** | | | | | | |
|  | **Direct Class Teaching** | | **Focused Activities** | | **In the Environment** | |
| **N1** | Notice how you feel.  Play games/listen to stories where we talk about feelings and behaviour. | | Play games/listen to stories where we talk about feelings and behaviour. | | Trust the teacher so you can feel more confident.  Notice the positive behaviour modelled and highlighted by adults.  Feel confident about expressing your feelings. | |
| **N2** | Talk about your feelings using words like ‘happy’, ‘sad’, ‘angry’ and ‘worried’.  Find solutions to conflicts and rivalries, with adult support.  Understand how others might feel. | | Observe and learn while adults model positive play and cooperation.  Find solutions to conflicts and rivalries, with adult support. | | Ask adults for extra help to share and manage conflict.  Solve problems conflicts (listen to others and find a compromise).  Understand when you need opportunities for quiet play. | |
| **N3** | Respond to the feelings of others, showing concern and offering support.  Develop appropriate ways to be assertive.  Begin to talk about the four Zones of Regulation (formally). | | Talk with others to solve conflicts, with adult support. | | Use a visual timetable.  Calm interactions with adults.  Calm yourself down by copying modelled behaviour of adults.  Follow class routines and class rules. | |
| **R1** | Identify your own feelings emotionally and socially.  Know the four colours of Zone Regulation.  Associate the Zones of Regulation colours with own emotions.  Use Zones of Regulation to express your own feelings.  Begin to use different strategies to ‘get to green’. | | Link Zones of Regulation to facial expressions.  Plan what to do next. | | Pay attention to what the teacher is saying and respond appropriately.  Work towards simple goals.  Show an understanding of your own feelings.  Understand how others might feel.  Regulate strong feelings.  Be patient for what you want. | |
| **R2** | Identify and moderate your own feelings emotionally and socially.  Build on your emotional vocabulary within the four Zones of Regulation.  Develop your sense of responsibility in school. | | Use strategies to help self-regulate | | Show an understanding of the feelings of others.  Work towards a goal that has been suggested to you.  Follow instructions involving several ideas or actions. | |
| **R3** | Apply a range of self-regulation strategies.  Identify and moderate your own feelings emotionally and socially. | | Suggest strategies to help other self-regulate. | | Show an understanding of the feelings of others and regulate behaviour accordingly.  Independently solve conflict with peers. | |
| **ELG 4: Managing Self** | | | | | | |
|  | **Direct Class Teaching** | | **Focused Activities** | | **In the Environment** | |
| **N1** | Select and use activities and resources purposefully and safely so you can achieve the goal you have chosen.  Watch the teacher as they model having the snack, washing hands, etc.  Ask an adult for help.  Feed yourself independently (milk, water, fruit snack, dinner).  Follow the nursery routine with support (wash hands, go to the toilet and dress). | | Use toys and equipment,  and model and encourage you to join in.  Feed yourself independently (milk, water, fruit snack, dinner). | | Use simple toys and equipment before introducing more complex activities/equipment.  How to find your coat, bag, tray.  Use sinks, paper towels and toilets.  Observe how other children dress themselves. | |
| **N2** | Begin to manage transition from parent/carer to teachers.  Use the toilet and wash your hands independently.  Follow rules and begin to understand why they are important. | | Understand why we need rules. | | Refer to our class rules pictures when you need support.  Be independent by gradually reducing the help given by adults. | |
| **N3** | Follow class rules by referring to our display and explaining the rules to your friends.  Understand the importance of washing hands, eating healthily and brushing your teeth, looking at appropriate books and using props for role play.  Listen to visitors talking about the importance of healthy living. | | Notice positive behaviour - photos exemplifying good behaviour.  Wash your hands before eating and cooking activities. | | Look at books promoting healthy living.  Use role play and toys to act out the healthy living attitudes.  Remember rules without needing an adult to remind you.  Select and use resources independently.  Be increasingly independent in managing your own care needs.  Start making healthy choices about food, drink, activity, and teeth brushing. | |
| **R1** | Demonstrate an awareness and understanding of school rules.  Demonstrate an awareness of school routine.  Manage your own hygiene and personal care needs. | | Try new activities. | | Follow and verbalise school rules e.g. ‘hands on top, everybody stop’.  Follow instructions during tidy up time.  Tidy up the toys and equipment.  Keep trying when activities feel hard. | |
| **R2** | Understand why rules are important.  Understand the importance of managing your own needs. | | Pour / choose your own drink.  Tidy away after your snack. | | Demonstrate the importance of our classroom rules.  Show independence in the face of challenge. | |
| **R3** | Explain the reason for rules and know how to adapt behaviour for certain situations.  Know and talk about the different factors that  support your overall health and wellbeing, including healthy food choices and oral health. | |  | | Follow rules without having an adult to remind you.  Show resilience and perseverance in the face of challenge.  Manage your own basic hygiene and personal needs, in different environments. | |
| **ELG 5: Building Relationships** | | | | | |
|  | **Direct Class Teaching** | **Focused Activities** | | **In the Environment** | |
| **N1** | Respond to other adults than your teachers (e.g., guest story readers). | Feel confident during the walks to the Forest School. | | Become more outgoing to unfamiliar people in the context of nursery or unfamiliar situations e.g., Forest School. | |
| **N2** | Initiate play with one or more other children.  Take turns in play.  Begin to extend and elaborate your play ideas. | Get involved in making decisions about room layout and resources. | | Play with resources to enrich your play and follow your interests. | |
| **N3** | Develop friendships with other children.  Seek adults out for support with conflict.  Develop your sense of responsibility and membership of a community. | Carry out tasks e.g. Class Monitors. | | Be an efficient class monitor and carry out responsibilities to help others. | |
| **R1** | Talk with others to resolve conflicts.  Find solutions to conflicts and rivalries.  Be aware of how others are feeling. | Engage with circle time games to build up relationships with members of the class. | | Form positive attachments to adults and friendships with peers. | |
| **R2** | Consider how your behaviour may affect the feelings of others.  Think about others’ perspectives. | Participate in turn taking games and activities | | Work and play co-operatively, and take turns with others.  Engage in meaningful conversations with others. | |
| **R3** | Build constructive and respectful relationships. |  | | Show sensitivity to your own and other’s needs. Work and play cooperatively and take turns with others. | |
| **ELG 14: People, Culture and Communities** | | | | | |
|  | **Direct Class Teaching** | **Focused Activities** | | **In the Environment** | |
| **N1** | Talk about your likes and dislikes.  Talk about yourself and about your family (names, relationship). | Listen to songs on interactive white board. | | Find your family members on our class display.  Observe how there are many different families by looking at pictures, books, toys. | |
| **N2** | Continue to develop positive attitudes about the difference between people.  Show an interest in different occupations. | Develop positive attitudes by talking about differences and similarities between people (inviting visitors to read and talk about their jobs). | | Notice and reflect on the diversity of life by providing the appropriate resources (books, photographs, small world toys). | |
| **N3** | Know that there are different countries in the world and talk about differences you have experienced or seen in photos. | Make books and look at displays about different families around the world or holidays you have been on. | | Look at a diverse range of props, puppets, dolls and books and talk about similarities and differences. | |
| **R1** | Talk about members of your family and community.  See yourself as a valuable individual.  Recognise that people have different beliefs and celebrate special times in different ways.  Celebrate and value cultural, religious and community events and experiences.  Talk about celebrations at home. |  | | Develop positive attitudes to different families and communities.  Name people who are familiar to you.  Talk to people who you may come across in the community (police, librarians, fire service, doctors, teachers). | |
| **R2** | Listen to others.  Talk about members of your family and community.  Describe people who are familiar to you.  Know that some places are special to members of your community.  Celebrate and value cultural, religious and community events and experiences |  | | Know the names of the children in your class.  Talk about how different people help us. | |
| **R3** | Know some similarities and differences between religious and cultural communities in this country.  Explain some similarities and differences between life in this country and life in other countries.  Celebrate and value cultural, religious and community events and experiences (Sports Day, Eid).  Draw information from a simple map. | Create a simple map of their immediate environment e.g. classroom, playground, the Meadows. | | Ask questions and make comments on other people’s family. | |

**KS1-KS2 Curriculum Progression**

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| **British Values** | | | | | |
| **DR TIM**  Doctor Symbol Universal PNG Transparent Background, Free Download #49376 -  FreeIconsPNG  **D**emocracy  **R**ule of law  **T**olerance  **I**ndividual Liberty  **M**utual Respect | | **Year 1/2** | **Years 3/4** | **Years 5/6** | |
| **British Values** – Understanding rules matter (The Rule of Law) **INDUCTION**  **To know** why we have rules in school and outside of school.  **To know** examples of these rules  **To know** our school Work Hard and Be Kind rules.  **To know** why we have Work Hard and Be Kind rules.  **To know how** **to** show you can follow the Work Hard and Be Kind rules.  I can (relate)  **British Values** – Making decisions together (Democracy)  **To know** democracy means ‘rule by the people’  **To know** democracy was invented by the Ancient Greeks.  **To know** we can make decisions together as a group.  **To know** a lot of big decisions in our country are made this way.  **To know** what a vote is and how we can have one.  **To know** we can make decisions that can improve our school.  **British Values** – Treat others as you want to be treated (Tolerance and Respect)  **To know** what respect means.  **To know** what tolerance means.  **To know** the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs  **To know** that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.  **To know** people in school or in the wider world (including online), sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care | **British Values** – Understanding rules matter (The Rule of Law) **INDUCTION**  **\_\_\_**Our rules – classroom and school  **British Values** – Human Rights (Individual Liberty)  **To know** what human rights are.  **To know** the five shared values these rights are based on.  **To know** what the five shared values mean.  **To know** everyone, in all countries are entitled to human rights but not all have them.  **To know** about the UN Declaration of the Rights of the Child.  **To know** children have their own rights set out in the Declaration.  **To know** the purpose and importance of these rights.  **To know** the universal rights are above family, community and societal rules.  **British Values** – Democracy  **To know** what democracy means.  **To know** the democratic processes in the UK.  **To know** what the Houses of  Parliament is and it’s role.  **To know** how rules and laws which protect people are made and enforced.  **To know** why rules and laws which protect people are made and enforced.  **To know** why there are different rules for different situations.  **To know how to t**ake part in making and changing rules.  To know the purpose of the Police Service. | **British Values** – Understanding rules matter (The Rule of Law) **INDUCTION**  **\_\_\_** Our rules – classroom and school  **British Values** – Multicultural Communities (Tolerance and Respect)  **To know** what community means.  **To know** what it means to be part of a community.  **To know** how tolerance,  understanding and diversity are promoted in our school  **To know** the definitions of racism. terrorism, prejudice and extremism.  **To know** how different ethnicities are portrayed in the media  **To know** how different ethnicities are represented in the local  community (including products available in shops)  **British Values** – The Rule of Law  **To know** that countries like Britain that observe 'the rule of law' hold it as a principle that everyone is equal before the law.  **To know** the difference between unkind behaviour and criminal behaviour (teasing, bullying, discrimination, cyber Bullying, aggressive and anti-social behaviour).  **To know** the nature and  consequences of teasing, bullying, discrimination, cyber bullying, aggressive and anti-social behaviour.  **To know** the nature and  consequences of prejudice-based language.  **To know** the laws applicable to teasing, bullying, discrimination, cyber bullying, aggressive and anti-social behaviour.  **To know** that the age of criminal responsibility is 10 in England.  **To know how to** respond and ask for help.  **British Values** – Immigration (Tolerance & Respect)  **To know** about the different ethnic groups in Nottingham and their values and customs.  **To know** why people have moved to Nottingham over time.  **To know** the definitions of immigrant, economic migrant, asylum seeker and refugee.  **To know** what universal human rights are and what British law states about them.  **To know** about different cultural practices which do not fall within British law and / or human rights  **To know how to** recognise and value cultures other than their own. | |
| **Health and Wellbeing** | | | | | |
|  | | **Year 1/2** | **Years 3/4** | **Years 5/6** | |
| **Health and Wellbeing** – My Healthy Body  **To know** what constitutes a healthy lifestyle (including the benefits of physical activity, rest, cleaning, healthy eating and dental health).  **To know** the importance of - and how to maintain - personal hygiene.  **To know** they have responsibility for their own health and that of others  **To know how to** wash hands properly and why.  **Health and Wellbeing** –My Feelings  **To know** what they like and dislike. **To know** what makes them feel good and feel bad  **To know** and recall the zones of regulation and  **To know** and understand we are all move between these zones.  **To know** are feelings can be physical and mental.  **To know** the green zone is when we are happy, focused, calm or excited strategies we can use to get to green.  **To know** the blue zone is when we are sad, hurt, sick or tired and strategies we can use to get to green.  **To know** the yellow zone is when we are nervous, silly, confused or not ready to learn and strategies we can use to get to green.  **To know** the red zone is when we are angry, frustrated, scared or out of control and strategies we can use to get to green.  **Health and Wellbeing** – Being Safe at home  **To know** what household products are.  **To know** what medicines are.  **To know** household products and medicines can be harmful if not used properly.  **To know** what road safety rules are.  **To know how to** stay safe on the road.  **To know** what fire safety rules are.  **To know how to** stay safe regarding fire.  **To know** people to turn to who will look after you.  **To know** ways to assist adults around you to look after you.  **To know how to** make a clear and efficient call to emergency services if necessary.  **Health and Wellbeing** – Being Safe Online\*  **To know how** to consider the effect of their online actions on others  **To know how** to recognise and display respectful behaviour online and the importance of keeping personal information private  **To know** why social media, some computer games and online gaming, for example, are age restricted  **To know** where and how to report concerns and get support with issues online.  **To know** the ‘SMART’ rules when using the internet:  **S**afe – keep personal information safe  **M**eeting – never meet up with a stranger  **A**ccepting – don’t open messages from people you don’t know  **R**eliable – check you facts, not all websites are reliable  **T**ell – if you have a problem or are unsure of something online, tell a trusted adult.  *\*Cross-curricular links Computing*  **Health and Wellbeing** – Make friends DON’T break friends  **To know how** to make friends and stop myself from feeling lonely  **To know** types of friendship problems  **To know** ways to solve friendship problems when they occur  **To know how** to help others feel part of a group  **To know** the impact of some unkind words  **To know** ways of showing respect in how we treat others  **To know how** to help themselves and others when they feel upset or hurt  **To know how** to be a good friend  **To know** falling out is a common thing for friends to deal with  **To know** bullying is when someone is deliberately unkind **S**everal **T**imes **O**n **P**urpose | **Health and Wellbeing** – Self-Regulation  **To know** the different zones of regulation.  **To know** about different emotions and their physical and mental effects.  **To know** what loss, separation, divorce and bereavement are.  **To know** that talking about emotional difficulties is a positive thing.  **To know** how emotions may conflict each other.  **To know** who is responsible for helping you to stay safe and healthy.  **To know** ways you can help others to stay safe and healthy.  **To know how to** overcome conflicting emotions.  **To know how to** identify which zone they are in at any moment.  **Health and Wellbeing** – Fit & Healthy Lifestyles  **To know** that physical and mental health are both important.  **To know how to** wash hands properly and why this is important.  **To know** what makes up a healthy lifestyle.  **To know** what making informed  choices means.  **To know** choices can have positive, neutral and negative  consequences.  **To know** what a balanced diet is.  **To know** what may influence their choices of food.  **To know** the harmful effects of  bacteria / viruses and how to  reduce the spread.  **To know** what being in the red zone feels like.  **To know** ways I can move out of the red zone.  **To know** who is responsible for  helping you to stay safe and  healthy.  **To know** ways you can help others to stay safe and healthy.  **Health and Wellbeing** – Hopes and Dreams  **To know** and can tell you about some of my hopes and dreams  **To know** and understand that sometimes hopes and dreams do not come true and that this can hurt  **To know** that reflecting on positive and happy experiences can help me to counteract disappointment.  **To know how to** identify when I have felt disappointment.  **To know how to** cope with disappointment and how to help others cope with theirs  **To know how to** make a new plan and set new goals even if I have been disappointed  **To know how to** work out the steps to take to achieve a goal, and can do this successfully as part of a group  I can identify the contributions made by myself and others to the group’s achievement.  **To know how** it feels to have hopes and dreams  I know how disappointment feels  **To know** what it means to be resilient and to have a positive attitude  **To know how to** work collaboratively and can enjoy being part of a group challenge.  **To know how to** share in the success of a group and how to store this success experience in my long-term memory. | **Health and Wellbeing** – Drugs, Tobacco & Alcohol  **To know** about different drugs (legal and illegal)  **To know** about different types of drugs and their uses and their effects on the body particularly the liver and heart.  **To know** what peer pressure is and that it can arise from various sources.  To understand that some people can be exploited and made to do things that are against the law.  **To know** why some people, join gangs and the risks this involves  **To know** who to turn to if help is needed.  **To know** who is responsible for  helping them stay healthy and safe.  **To know how to** help others stay healthy and safe.  **Health and Wellbeing** – Dreams, Goals and Aspirations  **To know** my learning strengths  **To know how** to set challenging but realistic goals for myself (e.g. one in-school goal and one out-of- school goal)  **To know** and work out the learning steps (Steps to Success) I need to take to reach my goals  **To know how to** motivate myself to work on these goals  **To know** and identify problems in the world that concern me and talk to other people about them  **To know** and describe some ways in which I can work with other people to help make the world a better place  **To know** what some people in my class like or admire about me and can accept their praise  **Health and Wellbeing** – Mental Health  **To know how to** take responsibility for my health and make choices that benefit my health and well-being  **To know how** and why technology misuse can be detrimental to mental health.  **To know** what we mean by exploitation  **To know** and understand that some people can be exploited and made to do things that are against the law  **To know** why some people join gangs and the risks this involves  **To know** the difference between mental health and illness.  **To know** what it means to be emotionally well and to explore people’s attitudes to mental health/illness  **To know** and recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse | |
| **Relationships** | | | | | |
|  | **Year 1/2** | | **Years 3/4** |  | | |
| **Relationships** – Caring Friendships  **To know** ways to solve problems and stay friends.  **To know** and understand some of the impact of unkind words.  **To know** I can use Calm Me time to manage my feelings.  **To know how** to make friends to stop myself from feeling lonely.  **To know how** to be a good friend.  **Relationships** – Family roles and responsibilities  **To know** and identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate.  **To know** and understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.  **To know** and identify some of the things that cause conflict with my friends.  **To know** and understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.  **To know**, recognise and appreciate people who can help me in my family, my school and my community.  **To know how to** express my appreciation for the people in my special relationships. | | **Relationships** – Respectful Relationships  **To know** how important friendships are in making us feel happy and secure, and how people choose  and make friends.  **To know** the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.  **To know** that healthy friendships are positive and welcoming towards others, and do not make  others feel lonely or excluded.  **To know** that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.  **To know how** **to** recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict.  **To know how** **to** manage these situations and how to seek help or advice from others, if needed.  **Relationships** – Family roles and responsibilities  **To know** the roles and responsibilities of each member of my family and can reflect on the expectations for males and females.  **To know** and explain how some of the actions and work of people around the world help and influence my life.  **To know** how my needs and rights are shared by children around the world and can identify how our lives may be different.  **To know** **how to** express my appreciation to my friends and family.  **To know how to** put into practice some of the skills of friendship e.g. taking turns, being a good listener.  **Relationships** – Online Relationships  **To know** that belonging to an online community can have positive and negative consequences.  **To know** there are rights and responsibilities in an online community or social network.  **To know** there are rights and responsibilities when playing a game online.  **To know** why there are age restrictions on social media accounts.  **To know** and recognise when I am spending too much time using devices (screen time).  **To know how to** use some strategies for keeping myself safe online | **Relationships –** Protected Characteristics  **To know** and understand the terms  discrimination, prejudice, equality, diversity  and rights.  **To know** why the equality act 2010 was  passed by Parliament.  **To know** and recall the 9 protected  characteristics:  **D**isability  -  **P**regnancy or maternity  **R**ace  **O**rientation (sexual)  **G**ender reassignment  **R**eligion  **A**ge  **M**arriage or civil partnership  **S**ex  gender reassignment, marriage and civil  partnerships, pregnancy or maternity, race,  religion or belief, Sex, Sexual orientation  **To know** there are no outsiders at Victoria,  everyone is different andwe celebrate our  differences  **To know** we are all equal in our differences  **To know** love can be expressed by a couple  regardless of their sexual orientation or  gender identity.  **Relationships** – Equal and Trusting  **To know** what having a boyfriend/ girlfriend  might mean and that it is a special  relationship for when I am older  **To know** what an equal and trusting  relationship looks like for friends and  special relationships.  **To know** how to recognise situations  which can cause jealousy in relationships  **To know** how most people, feel when  they lose someone or something they love  **To know** how friendships, change,  know how to make new friends  and how to manage when I fall out  with my friends  **To know** that good relationships are  equal and trusting  **To know how** to identify signs of  controlling behaviour/abuse  - physical abuse, emotional abuse, sexual  abuse,  technological abuse, financial abuse |
| **Living in the Wider World** | | | | | |
|  | **Year 1/2** | | **Years 3/4** | **Years 5/6** | |
| **Living in the Wider World** – Money  **To know** what money is.  **To know** which monies are used in the UK.  **To know** that money can come from different sources.  **To know** about the role money plays in people’s lives.  **To know** what a bank card is and why some adults may have bank cards.  **To know** **how to** keep money safe.  T**o know** people have choices as to what to spend money on.  **To know** different factors influence what people spend their money  on.  **To know** what saving means in the context of money.  **To know** how losing money can have negative consequences.  **Living in the Wider World** – The Environment  **To know** what we mean by the ‘environment’  **To know** we should care for the environment and why this is important  **To know** what animals need from their environments  **To know** explain how we can care for living things  **To know** and recognise that this is everybody’s responsibility  **To know** simple ways people can help look after the environment  **To know** about and describe some of the jobs people do to protect the environment  **To know** and identify some of the skills these people need  **To know** about roles they might like in the future  *\*Cross-curricular links Science / Geography* | | **Living in the Wider World** – Current Affairs  **To know** what war and conflict means.  **To know how to** certain issues,  problems and events affect wars and conflicts.  **To know** what is meant by “the media”.  **To know** how the media presents information.  **To know** what empathy and  compassion is.  **To know** how social media is used to convey distorted and biased information.  **To know** what constitutes “fake news” and how-to fact-check.  **Living in the Wider World** – Charity  **To know** what a charity is.  **To know** and give an example of a moral.  **To know** and explain some of the reasons why people give money to charity.  **To know** and find local charities to Victoria  **To know** about local causes  **To know** what a fundraiser is  **To know** what budgeting is and To know how to plan and set up a Community charity drive.  **To know** that community  participation, voluntary and  service-based activity has benefits to mental wellbeing and happiness  **.** | **Living in the Wider World** – Enterprise  **To know** what we mean by ‘enterprise’ and being ‘enterprising’?  **To know** what the terms ‘cost’, ‘price’ and ‘profit’ mean.  **To know** why companies, create brands and use logos to promote their brand.  **To know** what market research is and to understand why companies carry out market research to increase profit.  **To know** how companies use advertising to promote company image and increase profits.  **To know** what “best value for  money” means.  **Living in the Wider World** – Future Careers  **To know** what we mean by a stereotype  **To know** and Understand everyone can do any job they aspire to.  **To know** a range of different job  opportunities that we  have when we grow up.  **To know** what make them unique and to identify their strengths and areas for development  **To know** that most careers start with training or further education after school  **To know** that every career is a journey and to find out about the career journeys of a person I know.  **To know** in order to achieve our hob aspirations we will need to develop skills for success. (listening, teamwork, speaking, leadership, problem solving, staying positive, creativity, aiming high) | |
| **Changing Me** | | | | | |
|  | **Year 1/2** | | **Years 3/4** | **Years 5/6** | |
| **Changing Me** – Growing & Changing\*  **To know** and understand some life cycles of animals and humans  **To know** changes happen as we grow and that this is OK.  **To know** and tell you some things about me that have changed and some things about me that have stayed the same.  **To know** some ways to cope with changes and tell you about changes that have happened in my life.  **To know** and tell you how my body has changed since I was a baby and that growing up is  natural and that everybody grows at different rates.  **To know** and identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus.  **To know** the PANTS rules  **To know** which parts should be private  **To know** the difference between appropriate and inappropriate touch  **To know** they have the  right to say “no” to unwanted touch  **To know** who they trust and who they can ask for help.  *\*Cross-curricular links Science Y1/2 Animals Including Humans Cycle A)* | | **Changing Me** – Body Changes (Year 3)  **To know** that in animals and humans lots of changes happen from birth to fully grown, and that usually it is the female who has the baby  **To know** how babies grow and develop in the mother’s uterus and understand what a baby needs to live and grow  **To know** that boys’ and girls’ bodies need to change so that when they grow up their bodies can make babies.  **To know** and Identify how boys’ and girls’ bodies change on the *outside* during this growing up process  **To know** and identify how boys’ and girls’ bodies change on the *inside* during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up  **To know** and recognise stereotypical ideas I might have about parenting and family roles  **Changing Me** – Having A Baby (Year 4)  **To know** that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm.  **To know** the internal and external parts of male and female bodies that are necessary for making a baby.  **To know** how a girl’s body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this.  **To know** how the circle of change works and can apply it to changes I want to make in my life.  **To know** and identify changes that have been and may continue to be outside of my control that I learnt to accept.  **To know** and identify what I am looking forward to when I move to a new class. | **Changing Me** – Puberty (Year 5)  **To know** how to develop my own self-esteem, how to be aware of my own self-image and how my body image fits into that.  **To know** and explain how a girl’s body changes during puberty and understand the importance of looking after yourself physically and emotionally  **To know** and describe how boys’ and girls’ bodies change during puberty.  **To know** that sexual intercourse can lead to conception and that is how babies are usually made and also understand that sometimes people need IVF to help them have a baby.  **To know** and identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).  **To know** consent means always choosing to respect others' boundaries  **Changing Me** – Conception (Year 6)  **To know** and be aware of the importance of a positive self-esteem and what I can do to develop it  **To know** and be aware of my own self-image and how my body image fits into that.  **To know** and explain how girls’ and boys’ bodies change during puberty and understand the importance of looking after yourself physically and emotionally.  **To know** and describe how a baby develops from conception through the nine months of pregnancy, and how it is born.  **To know how** being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend. | |