***The Fellowship of All Saints Kirkby Overblow and North Rigton CE Schools* Policy for Relationships and Health Education (RHE)**

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| 1 | C. Down | June 2021 |  |  |
| 2 | A Foster | February 2024 | March 2024 |  |

Reference to statutory legislation, safeguarding, school responsibilities

The teaching of Relationship and Health Education is now statutory and this document has been prepared to demonstrate our commitment to this.

This policy will complement and reference the safeguarding responsibilities as set out in the Keeping Children safe Guidance. https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

The Fellowship is committed to equality and the requirements of the Equality Act 2010.

Consultation

* Pupils, parents/carers, governors and staff have been informed of how RHE will be delivered at different ages groups and how the school is approaching a wholistic policy to RHE teaching and development. Children have been consulted using small discussion groups and parents via an electronic questionnaire.
* Staff have been instrumental in designing the RHE curriculum and regular training sessions are delivered for all teaching staff.
* The policy and access to relevant resources will be available to all interested parties on the school website and during the consultation process comments will be directed to the author, Mrs CA Down.

Reference to related school policies

This policy links to the following school policies:

* Safeguarding / child protection including confidentiality
* Behaviour policy including anti-bullying
* Online safety policy
* SEN policy
* ‘For Learning’ policy – which includes teaching, learning and assessment
* Equalities Duty
* Inclusion policy
* Mental health and emotional wellbeing policy

The definition for RHE

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Children will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, we will cover how to treat each other with kindness, consideration and respect.

By the end of Year 6, pupils will have been taught content on:

• families and people who care for me

• caring friendships

• respectful relationships

• online relationships

• being safe

Health Education will give children the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

By the end of Year 6, pupils will have been taught content on:

• mental wellbeing

• internet safety and harms

• physical health and fitness

• healthy eating

• facts and risks associated with drugs, alcohol and tobacco

• health and prevention

• basic first aid

• changing adolescent body

Within our Fellowship context a greater emphasis will be placed on healthy, respectful relationships according to our school values (see below). The majority of our children are in homes which have a strong focus on healthy lifestyles, and it is important that we present a balanced view of nutrition and exercise. After consultation with parents ‘The Changing Adolescent Body’ will be begun in Year 3 and 4 with health and hygiene and puberty will be covered in Year 5 (including menstruation and wet dreams). Year 6 will have a unit of teaching about how human life begins and sex. Parents will have the right to withdraw their child from this.

The school’s statement of values and ethos

Please see appendix 1 for the overview of the school statement of values and ethos. It is important to see this as a whole as all aspects are interlinked.

Our Fellowship ethos is embedded from reception classes and referred to throughout every day in every lesson. Children are confident in describing what the values look like in action and they are visible in behaviour on a day to day basis. The values were designed in consultation with children, parents, staff and governors, and a great deal of time has been invested in them. Our reward systems all refer clearly to the values (Messages via Tapestry, yellow ribbons, white ribbons, house points, certificates) and sanctions for poor behaviour are also referred to in this vocabulary. As a Fellowship we feel strongly that they contribute to the wellbeing of the children and impact enormously on relationships within the school, giving the children an emotional literacy in dealing with problems.

Statement of responsibilities of all stakeholders

Governors are aware of their responsibilities for the policy and provision of RHE in their schools and comply with statutory requirements. They recognise their responsibility for determining general policy, whilst acknowledging the responsibility of the headteacher and staff to use their professional expertise in delivering the curriculum in accordance with that policy. It is the responsibility of the governing body to check that the content and organisation of RHE complies with the policy approved by them. They will also support the named lead in consulting parents, staff and children.

Governors will:

· review and approve an up-to-date and fit-for-purpose RHE policy, in consultation with parents, carers and teachers;

· ensure that the policy is available to parents and carers;

· ensure that parents and carers know of their right to withdraw their children and young people;

· ensure that the policy is in accordance with other whole school policies, e.g., SEND, the ethos of the school, equality

· ensure that the policy provides proper and adequate coverage of relevant National Curriculum Science topics and the setting of RHE within Personal Social Health Education (PSHE);

· ensure that RHE provision is included in the school’s annual self-evaluation and that necessary improvements to it are included in the school development plan.

The headteacher takes overall delegated responsibility for the implementation of the RHE policy and its integration into each school’s curriculum and overall culture of Fellowship and school life. The headteacher will also liaise with the governing body, parents and carers, the diocese, Yorkshire Causeway Academy trust and any other appropriate agencies if requested by the lead teacher.

The headteacher has a particular duty to respect and support the primary role of parents in this field. Alternative arrangements will be made if parents express the right to withdraw children and young people from RHE and ensure that materials for parents are provided to help the children and young people with their learning. The head teacher will ensure that there is a statement in the school prospectus on RHE and that the details of the RHE curriculum are included on the Fellowship website.

PSHE co-ordinator – The PSHE coordinator has received extensive training on relationship and health education. The PSHE curriculum has been designed to cover all aspects of relationship and health education during every year group in a discreet teaching session, revisiting themes several times in different contexts. Great care has been made to also make links with science, ICT, RE. An appendix to this document will show how each subject is able to contribute to the overall provision. The coordinator has conducted a consultation within the Fellowship amongst staff, pupils and parents as to the needs of our school and updated this policy. Time will be allocated each term to listen to pupil voice about concerns and support will be given to staff to include further needs in their teaching.

Parents/Carers – Parents/carers will be made very clear about each school’s values and encouraged to support these in the home environment. Information about relationship and health education will be widely available on the website and during any consultation period and an open door to discuss them will be available, firstly with class teachers, then with the coordinator, base leader, headteacher as appropriate.

External agencies - Visitors to school will be expected to abide by and encouraged to refer to our school values. During the school year good use will be made of relevant external agents such as NSPCC, Crucial Crew, visitors on World Mental Health day and agents which are deemed relevant to particular needs of children within the Fellowship.

Parents/carers right to withdraw

Parents will be given full information about what RHE means and involves and encouraged to contribute their views. The policy and an overview will be available on the website, as well as links to helpful resources for use at home. Parents will be given clear information about when they have the right to withdraw their child.

Working with external agencies

Extensive use will be made of opportunities to engage external agencies with specialist knowledge. For example, a yearly visit by the NSPCC and a visit by year 6 to Crucial Crew. However, there are also opportunities within projects to engage external agencies on aspects such as healthy living and the use of social media. Children within the Fellowship are also monitored for their wellbeing and social needs and experts may be invited in to support, for example JustBe.

Delivery of RHE and the curriculum

In appendix 2 is an overview of how RHE is approached in our Reception classes.

In appendix 3 to this document is an overview of how PSHE is linked to RHE, with progression of knowledge, skills and vocabulary being given a deeper description in the PSHE curriculum document.

Appendix 4 shows how RE, ICT, science and our school’s values all contribute to teaching in each year group, demonstrating progression through time.

Appendix 5 shows the clear intended outcomes at the end of Year 6.

Assessment is recorded on our school’s PEA’s document as ‘Growing’, ‘Blossoming’ or ‘Flourishing’. There is no requirement within the school to record units of work in books as this is a discussion led subject.

Confidentiality and Safeguarding issues are addressed

The staff within both schools are all trained on both confidentiality and safeguarding. We have a clear safeguarding policy which all staff are required to read and discuss with the safeguarding lead. All staff will make it clear to a child that what they speak to them about is confidential unless they feel they may be at harm, then the issue will be addressed with the safeguarding lead. We also have a member of staff who is ELSA trained who can take on some of these responsibilities.

Pupils are advised where to get confidential advice, including class teacher, PSHE lead, ELSA, base leader/safeguarding leader, headteacher.

Other aspects for our Fellowship to consider

As our demographic is majority white middle class our children have very little exposure to different races, colours, religions and family combinations. It is important that we use PSHE and RHE to teach them understanding of these different concepts. We address this by links with other schools and visits to the religious places of other faiths in addition to class teaching of RE and PSHE.

**APPENDIX 1**

How our school values support RHE at North Rigton and All Saints

|  |  |  |
| --- | --- | --- |
| Value/strand | Compassion/Kindness | Respect |
| Families and people who care for me | * Understand that by being compassionate or kind we show that we care about others. * Understand that other close friends or adults may care and show compassion or kindness | * It is important to respect families and others who care about us in order to appreciate the care they provide |
| Caring friendships | * Friends are compassionate and kind to each other in times of need * It is possible to show compassion and kindness and friendship to others outside your close group * Friendships do not exclude and we are able to show compassion and kindness to those who may be experiencing loneliness or unhappiness | * Friends respect each other’s views, ideas and choices * A friend will respect you, your views, ideas and choices and support you in making correct choices. |
| Respectful relationships | * By being compassionate or kind towards others we can show respect for their values, beliefs and opinions * It is important to be compassionate and kind towards ourselves in order to create equality in relationships * By having a regular charity events in school we are more aware of and compassionate towards the lives and problems of others in the wider world | * Showing respect for the ideas, opinions and beliefs of others we can build strong respectful relationships * It is important to respect yourself and understand your own value in any respectful relationship |
| Online relationships | * Compassion and kindness does not tolerate or turn a blind eye to cyber bullying | * Respect the views of others * Respect yourself and do not accept unpleasant or bullying behaviour from others |
| Being safe | * By showing compassion and kindness we can ensure we keep ourselves and others safe | * By respecting our surroundings we can ensure we keep our environment safe for ourselves and others |

|  |  |  |
| --- | --- | --- |
| Value/strand | Koinonia/Friendship | Independence/ Responsibility |
| Families and people who care for me | * In order to be part of a community we should show fellowship and teamwork for the common good. * A strong family, class, community or friendship group demonstrates koinonia consistently | * Caring families and adults will encourage us to be independent in thought and action and to be resposible to achieve goals ourselves * Being independent does not mean refusing love, support and care |
| Caring friendships | * Friends are able to work together as a team, taking turns and sharing * Secure friendships will always include an element of working for the good of each other | * Friends are able to share many thoughts, ideas and opinions but it is important to retain independence of thought and action – a strong friendship will support and respect that |
| Respectful relationships | * A respectful relationship will work for the good of the whole group not just one or two individuals * A group may be diverse but this should not present barriers to working together | * By showing independence of thought and actions we respect the differences of others – we will not be pulled into bullying, teasing or negative health choices |
| Online relationships | * Belonging to an online group or community should follow the same rules and values as face to face * Respectful group spaces can be supportive and achieve team goals | * It is important to retain independence of thought when communicating with others online |
| Being safe | * By working as a group or team we can ensure the safety of all its members | * By being independent in self care and health choices we are able to keep safe |

|  |  |  |
| --- | --- | --- |
| Value/strand | Perseverance | Positivity |
| Families and people who care for me | * Caring relationships will persevere through difficult times * Marriage and committed relationships require perseverance to overcome difficulties | * Caring families and relationships are joyful, bringing pleasure and security. It is important to recognise when this is not the case. |
| Caring friendships | * Friendships will have their ups and downs but perseverance in applying our values will support and maintain them | * Friends will be positive towards one another, celebrating each other’s achievements * Being friends with others should be a positive experience and it is important to recognise when this is not the case * Being positive yourself can create strong friendships |
| Respectful relationships | * Developing perseverance will enable you to maintain a healthy respect for yourself and your achievements | * It is important to develop a positive outlook when experiencing new situations and diversity in order to avoid negative stereotypes and generate positive behaviours such as good manners |
| Online relationships |  | * Online relationships should be treated in the same way as face to face relationships |
| Being safe |  | * It is important to maintain a positive outlook and respect for yourself and your body in order to remain safe |

**APPENDIX 2**

Coverage of relationship education in Reception (EYFS)

|  |  |  |
| --- | --- | --- |
| **RHE strand** | **EYFS strand** | **How it supports RHE** |
| Families and people who care for me | PSED   * Self confidence and self awareness * Managing feelings and behaviour * Making relationships   Understanding the World   * People and communities | Children are taught that families are places of safety and should be a caring and loving place. They are taught that many families may look the same or different.  The children are taught that they should respect those who care for them but that they have rights to speak out and be treated with respect in return. |
| Caring friendships | PSED   * Self confidence and self awareness * Managing feelings and behaviour * Making relationships | Children are encouraged to create special friendships, whilst retaining a respect for others.  They will begin to understand that caring friendships do not judge, name call or require specific behaviours in order to flourish. They are based on mutual sharing of ideas, resources and feelings. Friends are compassionate and positive towards one another. |
| Respectful relationships | PSED   * Self confidence and self awareness * Managing feelings and behaviour * Making relationships   Understanding the World   * People and communities | Children are taught and encouraged to express their thoughts and feelings and to listen to/understand those of others. By respectful relationships we may care for and support each other.  Children will respect and celebrate similarities and differences between themselves and in the wider world. |
| Online relationships | Understanding the World   * Technology | Children are taught how access games and resources on the internet (such as information videos) and how to report content that makes them feel uncomfortable. |
| Being safe | PD   * Health and self care | Children are taught about their own bodies and what should be kept private (through ‘In your pants’). They will begin to know what are safe choices, and act accordingly. |

**Health education**

**EYFS strands:**

* PSED
* PD – health and self care/ PE
* Understanding the world – the world

Children will learn about their bodies and how they work. They will begin to understand nutrition and what constitutes a balanced diet. They will learn about the effect of exercise on their bodies and why it is beneficial.

**APPENDIX 3**

**PSHE LONG TERM MAP NORTH RIGTON**

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| --- | --- | --- |
| **Health and wellbeing** | **Relationships** | **Living in the wider world** |
| Healthy Lifestyles  Keeping Safe  Growing and Changing | Healthy Relationships  Feelings and Emotions  Valuing Difference | Rights and Responsibilities  Taking Care of the Environment  Money |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **RECEPTION** | **YEAR ONE/ TWO** | | **YEAR THREE/FOUR** | | **YEAR FIVE/SIX** | |
|  |  | **YEAR A** | **YEAR B** | **YEAR A** | **YEAR B** | **YEAR A** | **YEAR B** |
| **AUT 1** | Which values are special at North Rigton? | How can our values help us make the right choice? | How can we help? | How can we eat well? | How can we be a good friend? | What does discrimination mean? | How can we stay healthy? |
| **AUT 2** | How do we decide how to behave? | What is bullying? | What is bullying? | What can we do about bullying? | What job would we like? | What are human rights? | What choices help with health? |
| **SPR 1** | How do we keep safe? | How do we keep safe? | How do we keep safe? | What are we responsible for? | What are the rules that keep us safe?  How do we stay safe online? | What makes a healthy happy relationship? | How can we be safe online and using social media? |
| **SPR 2** | How do we keep safe? | What is the same and different about us? | How can we be healthy? | What is diversity? | How do we describe our feelings? | What makes a healthy happy relationship? | How can we be safe online and using social media? |
| **SUM 1** | How do we feel? | How do we show our feelings? | How can we keep safe in different places? | How can we keep safe in the local area? | How do we grow and change? | How can we manage money? | How can we keep safe in our local area? |
| **SUM 2** | What makes us special? | How do we stay safe online? | What can we do with money? | How can we keep safe in the local area? | How do we grow and change? | How can money affect us? What makes us enterprising? | How can we manage risk? |

**GROW, BLOSSOM, FLOURISH – KNOWLEDGE SEQUENCE and PROGRESSION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **RECEPTION**  **Children will…** | **YEAR ONE/ TWO**  **Children will…** | **YEAR THREE/ FOUR**  **Children will…** | **YEAR FIVE/ SIX**  **Children will…** |
| **GROW**  **BLOSSOM**  **FLOURISH** | Keeping safe in familiar and unfamiliar situations; household products (including medicines) can be harmful; secrets and surprises; appropriate/inappropriate touch; who helps keep us safe; asking for help | Keeping safe in familiar and unfamiliar situations; household products (including medicines) can be harmful; secrets and surprises; appropriate/inappropriate touch; who helps keep us safe; asking for help  Rules for keeping safe in different places; including online; people who work in the community; asking for help; including in an emergency  Things that keep bodies and minds healthy (activity, rest, food); hygiene routines; healthy choices | Importance of school rules for health and safety; hygiene routines; difference between appropriate and inappropriate touch; how to respond; keeping safe in local environment; how to get help in an emergency; people who help them stay safe  Keeping good hygiene; describing intensity of feelings to others; managing complex emotions; different types of relationships; what makes a healthy relationship (friendship); maintaining positive relationships; who is responsible for their health and wellbeing; to ask for advice  What makes a balanced lifestyle; balanced diet; making choices; what influences choices  Managing risk in familiar situations and the local environment; feeling negative pressure and managing this; recognising and managing dares; actions affect themselves and others; people who help them stay healthy and safe | What makes a balanced lifestyle; making choices; what is meant by a habit; drugs common to everyday life; who helps them stay healthy and safe  What positively and negatively affects health; informed choices; balanced lifestyle; how drugs can affect health and safety; the law and drugs; who is responsible for their health and wellbeing Changes that happen at puberty  Keeping safe and well using a mobile phone; strategies for managing personal safety online; managing requests for images; personal boundaries  Increased independence and responsibility; strategies for managing risk; different influences; resisting unhelpful pressure; personal safety; managing requests for images; how anti-social behaviours affect wellbeing; how to handle anti-social or aggressive behaviours |
| Different kinds of feelings; strategies to manage feelings; change and loss  Respecting similarities and differences between people; special people; that everyone is unique; but that everyone has similarities | Hurtful teasing and bullying is wrong, what to do about bullying; unsafe secrets; inappropriate touch what to do if it happens  Recognise what they are good at; set simple goals; growing; and changing and being more independent; naming body parts correctly (including external genitalia); belonging to different groups  Different kinds of feelings; strategies to manage feelings; change and loss; recognising how others are feeling; sharing feelings | Difference and diversity of people living in the UK; values and customs of people around the world; stereotypes  Recognising bullying; how to respond and ask for help; people who help them stay healthy and safe  Recognise wider range of feelings in others; responding to feelings; strategies to resolve disputes; negotiation and compromise; resolving differences; feedback  Wider range of feelings; conflicting feelings experiences at the same time; describing feelings; feelings associated with change; recognising wider range of feelings in others; responding to other’s feelings | Actions can affect self and others; discrimination, teasing and bullying; stereotypes; differences and similarities between people; equalities  Different relationships; what makes positive; healthy relationships; recognise when relationships are unhealthy; committed; loving relationships (including marriage, civil partnership) |

**GROW, BLOSSOM, FLOURISH – VOCABULARY SEQUENCE and PROGRESSION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **RECEPTION**  **Children will…** | **YEAR ONE/ TWO**  **Children will…** | **YEAR THREE/ FOUR**  **Children will…** | **YEAR FIVE/ SIX**  **Children will…** |
| **GROW**  **BLOSSOM**  **FLOURISH** | Hungry, full, healthy choices, tired, awake, exercise, eat, sleep, energy, safe, challenge, risk, toilet, hand washing, hot, cold, dressing | health, wellbeing, healthy eating, activity, sleep, likes, dislikes, choices, achievements, strengths, goals, feelings, hygiene, cleanliness, germs, growing, changing, young to old, independence, body parts, medicines, household products, safety, risk | balanced lifestyles, choices, health, wellbeing, balanced diet, choices, food, influences, media, images, reality/fantasy, true/false, achievements, aspirations, goals, strengths, change, transitions, loss, separation, divorce, bereavement, risk, danger, hazard, responsibility, safety, bacteria, viruses, hygiene routines, drugs, alcohol, tobacco, medicines, caffeine, personal information, passwords, images | puberty, physical and emotional changes, human reproduction, babies, pregnancy,  parents/carers, mobile phones |
| Interest, opinions, confidence, help, kind/unkind actions, change, feelings – happy, sad, excited, nervous, worried, hurt  Taking turns  bullying | communicating, feelings, empathy, behaviour, fair/unfair, right/wrong, secrets, surprises, safety, similarities, differences, hurt, comfortable, teasing, bullying | friendships, families, couples, positive relationships, actions, behaviour, consequences, physical contact, touch, acceptable, unacceptable, confidentiality, secrets, surprises, disputes, conflict, feedback, support, negotiation, compromise, people, identity, similarities, differences, equality, stereotypes, privacy, sharing, personal boundaries | relationships, unhealthy, pressure, committed loving relationships, civil partnerships, marriage, forced marriage, actions, behaviour, listening, viewpoints, opinions, respect, consequences, dares, challenges |

**GROW, BLOSSOM, FLOURISH – SKILLS SEQUENCE and PROGRESSION**

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| --- | --- | --- | --- | --- |
|  | **RECEPTION**  **Children will…** | **YEAR ONE/ TWO**  **Children will…** | **YEAR THREE/ FOUR**  **Children will…** | **YEAR FIVE/ SIX**  **Children will…** |
| **GROW**  **BLOSSOM**  **FLOURISH** | To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class | To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class | To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others’ points of view | To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others’ points of view |

**PSHE LONG TERM MAP** **ALL SAINTS**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **YEAR A** | | | **YEAR B** | | |
|  | **AUTUMN** | **SPRING** | **SUMMER** | **AUTUMN** | **SPRING** | **SUMMER** |
| Subject Branches | Relationships | Living in the Wider World | Health and Wellbeing | Relationships | Living in the Wider World | Health and Wellbeing |
| School Branches | **Friends and Families** | **Different types of communities** | **Growing up** | **Healthy relationships** | **What does the future hold?** | **Healthy bodies, Healthy minds** |
| **REC** | **Which values are special at All Saints?**  **How do we decide how to behave?** | **How do we keep healthy?**  **How do we keep safe?** | **How do we feel?**    **What makes us special?** |  |  |  |
| **1/2** | **Families and Close Relationships**    **Friendships and management hurtful behaviour** | **Communities and Shared responsibilities**    **Media Literacy and Digital Resilience** | **Keeping Safe**    **Ourselves, growing and changing** | **Safe relationships**    **Respecting self and others** | **Money**    **Aspirations, work and career** | **Mental Health**    **Healthy Lifestyles** |
| **3/4** | **Families and Close Relationships**    **Friendships and management hurtful behaviour** | **Communities and Shared responsibilities**    **Media Literacy and Digital Resilience** | **Keeping Safe**    **Ourselves, growing and changing** | **Safe relationships**    **Respecting self and others** | **Money**    **Aspirations, work and career** | **Mental Health**    **Healthy Lifestyles** |
| **5/6** | **Families and Friendships**    **Managing Hurtful Behaviour** | **Communities and Shared responsibilities**    **Media Literacy and Digital Resilience** | **Keeping Safe**    **Ourselves, growing and changing** | **Safe relationships**    **Respecting self and others** | **Money**    **Aspirations, work and career** | **Mental Health & Healthy Lifestyles**    **Drugs, Alcohol and Tobacco** |

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**PSHE KNOWLEDGE: SEQUENCE and PROGRESSION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **RECEPTION**  **Children will know…** | **YEAR ONE/ TWO**  **Children will know…** | **YEAR THREE/ FOUR**  **Children will know…** | **YEAR FIVE/ SIX**  **Children will know…** |
| **Children who are GROWING in PSHE will, with support, know how to maintain a healthy lifestyle, including taking care of their mental and physical health. They will know that there are different types of relationships and know how to have a safe, positive relationship with someone. They will begin to recognise the importance of rules in a community and will know be able to identify their own personal strengths and what makes them unique.**    **Children who are BLOSSOMING in PSHE will know how to take care of their own, physical and mental health and will know how to seek support if they are worried about others.  They will show respect for different types of relationships and family structures. They know that their behaviour and actions have an impact on the people around them and how to maintain positive health relationships with their friends and family. They understand the importance of rules in a community and are able to recognise their own importance and part they play in their school and in their family.**    **Children who are FLOURISHING in PSHE will know how to take care of their own, physical and mental health and will know how to seek support if they are worried about others. They will create opportunities to support the friendships of their peers at school. They will show respect for different types of relationships and family structures and are able to explain the importance of diversity in a community. They understand the impact that their behaviour and actions have on the people around them and take a role in implementing and creating the rules in the school community, acting as a role model to their peers. They play an active part in fighting stereotypes and battling peer pressure within their peer group.** |  | **Healthy Lifestyles**  About how to keep our bodies healthy and which people help us to stay healthy- including foods and exercise. (H1, 2, 3, 4, 5)    that medicines (including vaccines) can help people stay healthy(H6, 10)    how to keep our teeth and gums healthy (H7)    how to stay safe in the sun (H8)    about different ways to learn and play and the importance of taking a break from TV and technology (H9)    **Mental Health**  how I am and others are feeling and how our bodies react (H11-16)    what things people do to make them feel good (H17)    how they can manage their feelings and that they can ask for help (H18-19)    about change and loss (Including death) (H20)    **Ourselves, growing and changing**  What makes you unique (H21-24)    The main parts of the body including external genitalia and how we change as we grow up- from child to adult (H25-26)    **Keeping Safe**  About the rules and age restrictions that keep us safe and what the risks are in everyday life (H28-32)    About the people whose job it is to keep us safe (H33)    The basic rules of staying safe online (H34)    What to do if there is an accident (H35-36)    About the things that people can put into their body or on their skin (H37)    **Families and Close positive relationships**  The roles different people play in our lives and which people live and care for us (R1-2)    About different types of families and the common features of family life (R3-4)    It is important to tell someone if something about their family makes them unhappy or worried (R5)    **Friendships**  How people make friends and what makes a good friendship (R6)    How to recognise when someone feels lonely and what to do (R7)    Simple strategies to resolve arguments and how to ask for help (R8-9)    **Managing hurtful behaviour and bullying**  That bodies and feelings can be hurt by words and actions, and how they may feel if they experience this (R10-11)    That hurtful behaviour and bullying is not acceptable and how to report it (R12)    **Safe Relationships**  That some things are private, that the parts of their body covered by underwear are private and how to respond if physical contact makes them uncomfortable (R13,16)    That people may behave different online and may pretend to be someone they are not. Know how to respond safely to adults they don’t know (R14-15)    Which situations you need to seek permission and when their permission should be sought (R17)    That it is important to not keep adults’ secrets and know how to resist pressure to do something they don’t want to do (R18-19)    What to do if they feel unsafe or worried for themselves or others (R20)    **Respecting self and others**  What is kind and unkind behaviour and how to treat themselves and others with respect (R21-22)    Ways in which they are the same and different to others (R23)    How to listen, play and work together and show to talk and share their opinions (R24-25)    **Shared responsibilities**  What rules are and why they are needed (L1)    How people and other living things have different needs (L2)    About the things they can do to help look after their environment (L3)    **Communities**  About the different groups they belong to (L4)    About the different roles and responsibilities people have in their community (L5)    The ways they are the same as, and different to other people (L6)    **Media Literacy and digital resilience**  How the internet and other digital devices can be used safely to find things out (L7)    The role of the internet in everyday life (L8)    That not all information seen online is true (L9)    **Economic wellbeing: Money**  What money is and the forms it comes in (L10)    That people make different choices about how to save and spend money and that money needs to be looked after (L11, 13)    The difference between needs and wants and that some people may not always be able to have the things they want (L12)    **Economic Wellbeing: Aspirations, work and career**  Everyone has different strengths and about some of the strengths and interests someone might need to do different jobs (L14, 17)    That jobs help people earn money to pay for things (L15)    About the different jobs people they know or people who work in the community do. (L16) | **Healthy Lifestyles**  How to have a balanced and healthy lifestyle (H1, H2, H5)    What a healthy diet is (H6)    How bacteria and viruses can affect our health (H9)    About the benefits of sun expose and the risks of over exposure (H12)    How and when to seek support if they are worried about their health (H14)    **Mental Health**  That mental health is as important to take care of as physical health (H15)    How to look after their mental health (H16)    Use appropriate vocabulary to express that feelings can change over time and can change intensity (H17-19)    **Ourselves, growing and changing**  What contributes to who we are and that for some people gender identity doesn’t correspond with their biological sex (H25-27)    Know the external genitalia and internal reproductive organs (H30) *n.b. not relating this to  reproduction*    **Keeping Safe**  Why we follow and comply with regulations and restrictions and how they promote personal safety and wellbeing (H37)    About hazards that can cause us harm, injury or risk in the home  and how to keep safe in the local environment (H39, H41)    About the importance of taking medicines and using household products safely (H40)    How to respond in an emergency situation and know what to say to emergency services (H44)    **Families and Close positive relationships**  There are different types of relationships and people have different circumstances (R1, R5)    Know and respect that there are different types of family structure (R7)    Shared characteristics of healthy family life  and how to recognise if family relationships and making them feel unhappy or unsafe (R8-9)    **Friendships**  The importance to friendships and how to build positive relationships and the importance of seeking support if feeling lonely or excluded (R10,13)    What it means to know some online and the risks associated with it (R12)    That friendships can change over time and the benefits of having different types of friends (R16)    **Managing hurtful behaviour and bullying**  About the impact of bullying and the consequences it can have (R19)    **Safe Relationships**  about privacy and personal boundaries and what is appropriate (R22)    how to respond safely and appropriately to adults they may encounter who they do not know (R24)    what the different types of appropriate physical contact are and how to respond to inappropriate physical contact (R25)    about seeking and giving consent in different situations (R26)    **Respecting self and others**  that personal behaviour can affect other people and how to model respectful behaviour online (R30)    that everyone, including themselves, should expect to be treated politely and with respect (R31)    **Shared responsibilities**    The importance of having compassion towards others; the shared responsibilities for caring for other people and living things (L4)    Ways of carrying out shared responsibilities for protecting the environment in school and at home (L5)    **Communities**  About the different groups that make up their community  and the value different contributions that people and groups make (L6-7)    What diversity means and the benefits of living in a diverse community (L8)    What stereotypes are  (L9)    **Media Literacy and digital resilience**  Ways in which the internet and social media can be used positively and negatively (L11)    How to assess the reliability of sources of information online (L12)    What is appropriate to share and things that could not be shared on social media including rules around sharing of images (L15)    **Economic wellbeing: Money**  About the different ways to pay for things and that people make decisions about spending based on priorities, needs and wants (L17, 20)    Different ways to track money (L21)    About the risks associated with money and ways of keeping it safe (L22)    **Economic Wellbeing: Aspirations, work and career**  The positive things about themselves and their achievements (L25)    There is a broad range of different jobs/careers that people can have and that people can have more than one job in their lifetime (L26)    About stereotypes in the workplace and that a person’s aspirations shouldn’t be limited by them (L27)    That some jobs pay more than others and money is a factor which may influence a person’s job or career choice (L29) | **Healthy Lifestyles**  How social media, adverts etc. can influence a healthy lifestyle (H3)    Habits can have positive and negative effects on healthy lifestyle (H4)    The benefits of being physically active on our physical and mental health (H7)    How sleep contributes to a healthy lifestyle (H8)    That medicines contribute to health and vaccines and immunisations can prevent disease (H9)    How to maintain oral hygiene and how our lifestyle choices can impact our dental care (H11)    That the internet can be beneficial to our lives but our time online needs to be managed (H13)    **Mental Health**  a range of strategies to response to feelings, including how to manage the intensity of them (H20)    That anyone can suffer from mental ill health and can recognise warning signs of relating to mental health and where to seek support (H21-H22)    About change and loss (including death) and ways of expressing and managing bereavement and grief (H23)    Problem strategies for dealing with emotions inc. transitions (H24)    **Ourselves, growing and changing**  Identify personal strengths, skills, achievements and interests and know how to manage set backs (H28-29)    Know how the process of puberty related to human reproduction and about the physical and emotional changes that happen during puberty (H30-32, H34)    About the new opportunities and responsibilities increasing independence brings (H35)    **Keeping Safe**  How to predict, assess and manage risk in different situations (H38)    About the importance of keeping personal information private and how to stay safe online (H42)    What first aid is and know the basic techniques of dealing with common injuries (H43)    That FGM is against British Law and what to do if they think someone is at risk (H45)    **Drugs, alcohol and tobacco**  Know why people choose to use or not use drugs and about the risks and effects of legal drugs and the laws surrounding them (H46-48)  About the mixed messages in the media about drugs, including alcohol and vaping (H49)    Which organisations can support people concerning alcohol, tobacco and nicotine (H50)    **Families and Close positive relationships**  That people can be attracted to each other emotionally, romantically and sexually (R2)    About marriage and civil partnerships and that forcing anyone to marry against their will is a crime (3-4)    That the feature of positive family life is caring relationships (R6)    **Friendships**  What a positive healthy friendship is and that the same principles apply online as face to face and recognise if a friendship is making them feel unsafe or uncomfortable (R11, 18)    Strategies for recognising and managing peer influence (R15)    That friendships have up and downs and know strategies to resolve disputes (R17)    **Managing hurtful behaviour and bullying**  Strategies to respond to hurtful behaviour experienced or witnessed and how to report them and get support (R20)    What discrimination is and how to challenge it (R21)    **Safe Relationships**  Why someone may behave differently online and how to report concerns (R23)    When you should keep something confidential or a secret and when you should not agree to keeping a secret and when it is right to break confidentiality (R27)    How to recognise pressure from somebody else to do something unsafe or that makes them uncomfortable (R28)    Where to get advice and report concerns (R29)    **Respecting self and others**    why it is important to have self-respect and how this can affect their thoughts and feelings about themselves. (R31)    Know and respect the differences and similarities between people (R32)    **Shared responsibilities**  The reasons for rules and laws and the consequences for not adhering to them (L1)    There are human rights, that are there to protect everyone and the relationship between rights and responsibilities (R2-3)    **Communities**  How stereotypes can negatively influence behaviours and attitudes towards others and strategies for challenging stereotypes (L9)    What prejudice is and how to recognise behaviours and actions which discriminate against others. How to respond to it (L10)    **Media Literacy and digital resilience**  the different ways information and data is shared and used online (L13)    how information on the internet is ranked, selected and targeted for specific individuals (L14)    how text and images in the media and on social media can be manipulated or invented (L16)    **Economic wellbeing: Money**  That people have different attitudes towards saving and spending money and what influences people decisions (L18)    That spending decisions can affect others and the environment (L19)    That gambling comes with risks and how money can be won and lost (L23)    The ways that money can impact on people’s feelings and emotions (L24)    **Economic Wellbeing: Aspirations, work and career**  What might influence people’s decisions about a job or careers (L28)    Some of the skills that will help them in their future careers (L30)    The kind of job that they may like to do when they are older and recognise a variety of routes into careers (L31-32) |

**PSHE VOCABULARY: SEQUENCE and PROGRESSION**

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|  | **RECEPTION**  **Children will…** | **YEAR ONE/ TWO**  **Children will…** | **YEAR THREE/ FOUR**  **Children will…** | **YEAR FIVE/ SIX**  **Children will…** |
| **Children who are GROWING in PSHE will use and understand the vocabulary with support.**    **Children who are BLOSSOMING in PSHE will apply their key vocabulary correctly in their learning and in discussion.**    **Children who are FLOURISHING in PSHE will be able to apply the key vocabulary confidently both In their learning and in other contexts.** |  | **Health and Wellbeing**  health, wellbeing, healthy eating, activity, sleep, likes, dislikes, choices, achievements, strengths, goals, feelings, hygiene, cleanliness, germs, growing, changing, young to old, independence, body parts (to include penis, vagina, testicles) , medicines, household products, safety, risk    **Relationships**  communicating, feelings, empathy, behaviour, fair/unfair, right/wrong, secrets, surprises, safety, similarities, differences, hurt, comfortable, teasing, bullying    **Living in the wider world**  needs, groups, communities, roles, community, special people, help, emergencies | **Health and Wellbeing**  balanced lifestyles, choices, health, wellbeing, balanced diet, choices, food, influences, media, images, reality/fantasy, true/false, achievements, aspirations, goals, strengths, change, transitions, loss, separation, divorce, bereavement, risk, danger, hazard, responsibility, safety, bacteria, viruses, hygiene routines, drugs, alcohol, tobacco, medicines, caffeine, personal information, passwords, images    **Relationships**  friendships, families, couples, positive relationships, actions, behaviour, consequences, physical contact, touch, acceptable, unacceptable, confidentiality, secrets, surprises, disputes, conflict, feedback, support, negotiation, compromise, people, identity, similarities, differences, equality, stereotypes, privacy, sharing, personal boundaries    **Living in the wider world**  discussion, debate, topical issues, problems, events, rules, laws, making and changing rules, communities, volunteers, pressure groups, places, values, customs, money, spending, saving, budgeting, resources, economics, choices, environment | **Health and Wellbeing**  Puberty, womb, ovaries, cervix, menstruation, period, wet dream, erection, scrotum, sperm, eggs, fallopian tube, urethra, physical, emotional changes, human reproduction, changes.    **Relationships**  relationships, unhealthy, pressure, committed loving relationships, civil partnerships, marriage, forced marriage, actions, behaviour, listening, viewpoints, opinions, respect, consequences, dares, challenges    **Living in the wider world**  money, interest, loan, tax, debt, resources, sustainability, economics, choices, environment, enterprise, enterprise skills, entrepreneurs, media, social media, information, forwarding |

**PSHE SKILLS: SEQUENCE and PROGRESSION**

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|  | **RECEPTION**  **Children will…** | **YEAR ONE/ TWO**  **Children will…** | **YEAR THREE/ FOUR**  **Children will…** | **YEAR FIVE/ SIX**  **Children will…** |
| **Children who are GROWING in PSHE will, with support, communicate with other children and adults respectfully. They will have positive relationships with other children and with support, will be able to resolve disputes or disagreements.**    **Children who are BLOSSOMING in PSHE will confidently and independently communicate with other children and adults respectfully consistently demonstrating our school values. They will have secure positive relationships with other children and will be able to independently resolve disputes or disagreements and seek support when needed.**    **Children who are FLOURISHING in PSHE will confidently and independently engage in purposeful discussions with other children and adults and will challenge their point of view. They will express their opinion, supported by evidence, to drive change within the school community.  They will have secure positive relationships with other children and be a role model and a pillar of support for their peers as well as creating opportunities within school to support the local community.** |  | **Health and Wellbeing**  Explain how to live a healthy life and what foods are healthy    Be physically active and explain why it is important    Practise good dental hygiene and explain why it is important    Demonstrate how to keep their hands clean    Recognise how they are feelings and others are feeling    Describe how to stay safe in certain situations    **Relationships**  Be a good friend by giving compliments, showing kindness and empathy when someone is upset    Use simple strategies to resolve friendship problems    Explain how to stay safe online    Treat other people with respect    Share their opinions in a small group and listen to the opinions of others.    **Living in the wider world**  help to look after our environment    Explain how you are similar and different to the people around you    Use digital technology safely    Set yourself simple goals | **Health and Wellbeing**  Make choices about the way they life their own life e.g. eating healthy, the exercise they do    Practice sun safety and explain the risks of not being safe in the sun    Comply with rules and regulations in the school and the wider community and explain why rules and regulations are important    Seek support and advice if they are worried about their own/another’s mental or physical wellbeing    Talk about harmful aspects of some household products and medicines    **Relationships**  Maintain positive relationships and friendships with people close to them    Use strategies to resolve friendship problems and seek further support if necessary    Respect people’s personal boundaries and treat them with respect.    **Living in the wider world**  Show compassion to others    Take a shared responsibility for caring for our school and local area    Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own | **Health and Wellbeing**  Make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing.    Make choices about the way they live their life and explain the reasons for those choices    Use a range of strategies to manage their own feelings    Perform basic first aid    list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these.    **Relationships**  Explain the different types of relationships people have    Maintain positive relationships and friendships and use strategies for managing peer pressure    Use strategies to respond to hurtful comments and behaviour experiences or witnessed    describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.    **Living in the wider world**  Discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with    Explain the rights and responsibilities they have in their school community and how your rights and responsibilities change as you grow    Set yourself simple goals in relation to your future e.g. high school.    Use digital technology, the internet, games and social media responsibly and seek advice and support when needed    Respond to stereotyping, prejudice and discrimination in an appropriate manner    describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves |

**APPENDIX 4A**

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| **GROWING/BLOSSOMING/**  **FLOURISHING IN SCIENCE at NORTH RIGTON** | **RECEPTION**  **Children will know…** | **YEAR ONE/ TWO**  **Children will know…** | **YEAR THREE/ FOUR**  **Children will know…** | **YEAR FIVE/ SIX**  **Children will know…** |
| **Children who are GROWING in Science will practise and repeat the key knowledge for their year group and begin to remember it to answer factual Scientific questions.**    **Children who are BLOSSOMING in Science will remember the key knowledge for their year group and accurately use and apply this to answer Scientific questions and to explain results discovered in Scientific investigations.**  **Children who are FLOURISHING in Science will independently and consistently use and apply the knowledge for their year group in and out of context. They will use this knowledge to justify and reason when answering questions. They will also use this knowledge to choose and create their own opportunities through Scientific enquiry** | **Understanding the World**  To know about similarities and differences in relation to living things  To make observations of animals and plants and explain why some things occur and talk about changes.  Possible knowledge will include:  Human biology – the body, senses and being healthy  Cooking and safe food preparation | **Biology**  **Animals, including Humans**   * identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. * notice that animals, including humans, have offspring which grow into adults * find out about and describe the basic needs of animals, including humans, for survival (water, food and air) * describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. | **Biology**  **Animals, including Humans**   * identify that animals, including humans, need the right types and amounts of nutrition, and that they cannot make their own food; they get nutrition from what they eat * identify that humans and some other animals have skeletons and muscles for support, protection and movement. * describe the simple functions of the basic parts of the digestive system in humans * identify the different types of teeth in humans and their simple functions | **Biology**  **Animals, including Humans**   * describe the changes as humans develop to old age. This will include the changes as children enter puberty. * identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood * recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function * describe the ways in which nutrients and water are transported within animals, including humans. |

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| **GROWING/BLOSSOMING/**  **FLOURISHING IN SCIENCE at ALL SAINTS** | **RECEPTION**  **Children will know…** | **YEAR ONE/ TWO**  **Children will know…** | **YEAR THREE/ FOUR**  **Children will know…** | **YEAR FIVE/ SIX**  **Children will know…** |
| **Children who are GROWING in Science will practise and repeat the key scientific knowledge for their year group.  With support, they will begin to use their scientific knowledge to answer factual questions.**    **Children who are BLOSSOMING in Science will remember the key scientific knowledge for their year group.  They will accurately use and apply this to answer Scientific questions and to explain the results of their investigations.**      **Children who are FLOURISHING in Science will independently and consistently use and apply the knowledge for their year group in and out of context. They will use this knowledge to justify and reason when answering questions. They will also use this knowledge to choose and create their own opportunities through scientific enquiry.** | To know about similarities and differences in relation to places, objects, materials and living things    To make observations of animals and plants and explain why some things occur and talk about changes. | **Animals including Humans**   * identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense * notice that animals, including humans, have offspring which grow into adults * find out about and describe the basic needs of animals, including humans, for survival (water, food and air) * describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. | **Animals including Humans**   * identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat * identify that humans and some other animals have skeletons and muscles for support, protection and movement. * describe the simple functions of the basic parts of the digestive system in humans * identify the different types of teeth in humans and their simple functions | **Animals including Humans**   * describe the changes as humans develop to old age. * identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood * recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function * describe the ways in which nutrients and water are transported within animals, including humans. |

**APPENDIX 4B**

**ICT LONG TERM MAP NORTH RIGTON**

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|  | **RECEPTION-1 yr cycle –**  taught across the year in any subject | | **YEAR ONE/ TWO** | | **YEAR THREE/FOUR** | | **YEAR FIVE/SIX** | |
|  | **YEAR A** | **YEAR B** | **YEAR A** (Yr 1) | **YEAR B** (Yr 2) | **YEAR A** (Yr 3) | **YEAR B** (Yr 4) | **YEAR A** | **YEAR B** |
| **AUT 1** | **Using technology -**use a range of ICT tools and recognise key controls and symbols (on/off, play/pause/stop, record). Operate simple equipment making accurate choices about the buttons and icons selected, Recognise the ways in which technology is used in the classroom, at home and wider community. | | **Using a computer (or IPAD or digital media) –** develop familiarity with computers and keyboards/mice; know how to log on and off, access Word and Save, begin to develop typing speed using a range of games and programs | **Using a computer (or IPAD or digital media)**  Work on developing typing speed; gain greater fluency in using basic ICT independently – log on/off, save and retrieve/ access programmes and apps. | **Using a computer (or IPAD or digital media)** Word-processing skills – full familiarity with QWERTY keyboard, ever-improved words per minute typing skills  Developing supported skills within Office – data creation, storage, retrieval and edit skills - | **Using a computer (or IPAD or digital media)** Word-processing skills at a minimum speed of 16 wpm  Developing independent skills within Office – data creation, storage and retrieval options plus edit skills -add word art. layout options | **Using a computer (or IPAD or digital media)** fine-tuning touch-typing skills **Creating and Publishing:** - full use of Word and Office Facilities to create state of the art supported documents | **Using a computer (or IPAD or digital media)** fine-tuning touch-typing skills  **Creating and Publishing:** - full use of Word and Office Facilities to create state of the art supported documents |
| **AUT 2** | **Programming and Control**  Give instructions to a friend and follow their instructions to move around. Using beebot (or similar), describe what happens when specific buttons are pressed. Select controls in correct order to make beebot follow a chosen path. | | **Creating and Publishing**  Insert pictures, photographs and text into a Word Document; Use simple authoring tools to create content and add simple effects to sections of text (font size, colour) | **Creating and Publishing**  Word-process work, changing font and add images, text boxes and pictures. Use copy and paste. Save and load work. | **E-safety and using the internet effectively -**E-safety and most effective search techniques, store, retrieve and use storage and retrieval options (copy and paste) avoiding plagiarism. | **E-safety and using the internet effectively**  Develop key questions to research for specific information in response to a question posed  Understand how search engine s work  Save and retrieve accessed information | **E Safety** – **Using the internet** effective, safe use of the Internet – reliability, validity, volume: benefits and defects compared to traditional methods | **E Safety** – **Using the internet**  effective, safe use of the Internet – refining search criteria and analysing concepts of reliability, validity and usefulness.  Recommend and bookmark sites for peers according to agreed criteria. |
| **SPR 1** | **Using a computer, tablet or IPAD**  handle ICT equipment safely. Operate laptops, IPADS, cameras/microphones using buttons, icons accurately. Use a keyboard, touchpad and touchscreen to access and close programmes and apps, and use drag and drop controls. | | **Using the internet -E Safety**  Select appropriate buttons to navigate stored websites; manipulate and discuss websites - select specific parts of websites (find an activity within a CBeebies site); explore that this works through menus and hyperlinks. Know never to give out personal info on the internet. Know to stay kind, polite and respectful at all times on line. Know to tell a trusted adult immediately if something unpleasant or upsetting is encountered | **Using the internet -E Safety**  Use web-based bookmarked resources to investigate answers to questions; navigate independently within a website using hyperlinks and menu buttons; explore website addresses; use copy and paste for specific purposes. Know never to give out personal info on the internet. Know to stay kind, polite and respectful at all times on line. Know to tell a trusted adult immediately if something unpleasant or upsetting is encountered | **Creating and Publishing**  Power-Point Introduction  develop familiarity with the programme, change design and slide layout, combine formatted text with graphics and sounds; edit and present. | **Creating and Publishing**  Power-Point development  select design and layout suitable for purpose and audience; select text formatting and stylistic features including transitions and collectively critique effectiveness in terms of impact upon audience | **E Safety** – uses and misuses of technology- cyberbullying | **E-safety Using the Internet Creating and Publishing**  Critical analysis of webpages design  Use of cloud tools to collaboratively create a presentation |
| **SPR 2** | **Creating and Publishing**  Create pictures using a range of paint programmes.  Type words and phrases using a keyboard or word bank in different programmes.  Print using the icon in a range of different programmes. | | **E-safety and Communicating** contribute ideas to a class email and together respond to messages to a real or fictitious character | **E-safety and Communicating** contribute ideas to a class email and together respond to messages to a real or fictitious character – explore email addresses and compare with other forms of communication. | **E-safety and Communicating-** using in-school email channels to communicate as a class; understanding about management of email accounts | **E-safety and Communicating-** using in-school email channels | **Creating and Publishing**  Multi-media – Presentations critique, explore, analyse and create, edit. Justify formatting choices in light of audience and purpose. | **Programming and Controlling**  Computer Programming- using scratch to input code to create simple, multi-level games controllable by external inputs |
| **SUM 1** | **Using a computer, tablet or IPAD**  Explore Save using the icon in different programmes. Continue to develop keypad, touch screen and touchpad skills and develop abilities to type basic words with increasing independence and speed. | | **Programming and Controlling** explore and programme beebots (or similar) to move around a simple course whilst rethinking and correcting errors | **Programming and Controlling**  Use beebot IPAD app to navigate onscreen around a course or grid, combining sequences of instructions | **Programming and Controlling**  Computer Programming- simple algorithms and debugging. Enter code into Scratch to create a simple game, debugging incorrect code entries as required | **Programming and Controlling**  Computer Programming simple algorithms and debugging | **Creating and Publishing**  Use of Publisher to create posters, fliers, leaflets and other documents which require specific formatting | **Programming and Controlling**  Computer programming  Input code to create slightly more complex games and animations, with changed parameters and responses |
| **SUM 2** | **Using the Internet** – identify different components of websites such as sound, video, text, pages, images, pictures and links.  Know to tell an adult immediately if anything upsetting is encountered.  Know how to access Google – find online images related to a given theme. | | **Using Data-** use ICT to sort objects into groups according to criteria | **Using Data-** supported creation of graphs and pictograms (e.g. in Maths) | **Using Data** Databases – know what a database is, how to access; use pre-made ones to answer questions by creating simple queries | **Using Data** Databases – recap Year A; raise simple queries, explore work with and create branching databases | **Using Data**  Spreadsheets – how to access, uses, entering data, creating linked graphs, changing data to model simple variables, entering basic formula | **Using Data**  Spreadsheets  how to access, uses, entering data, creating linked graphs, changing data to model simple variables, entering basic and more advanced formula to explore ‘What if?” type questions |

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|  | **COMPUTING LONG TERM PLAN** **ALL SAINTS** | | | | | |
|  | **AUTUMN**  **YEAR A** | **SPRING**  **YEAR A** | **SUMMER**  **YEAR A** | **AUTUMN**  **YEAR B** | **SPRING**  **YEAR B** | **SUMMER**  **YEAR B** |
| **School Branches** | **From the Past Into the Future** | **What a Wonderful World…** | **People Who Make a Difference** | **Protecting Our Planet** | **Our Changing World** | **Outside Our Door** |
| **Subject Branches** | **Stay Connected** | **Break the code** | **Stay safe** | **Stay safe** | **Communicate with the world** | **Investigate our World** |
| **YEAR GROUPS**    **RECEPTION** | **To connect**    Technology in our Lives | **To code**    Programming | **e-Safety**    e-safety day whole school  9th February 2021 | **e-Safety**    e-safety day whole school | **To communicate**      **Multimedia** | **To collect**      Handling Data |
| **1/2** | **To connect**    Technology in our Lives | **To code**    Programming | **e-Safety** | **e-Safety** | **To communicate**      **Multimedia** | **To collect**      Handling Data |
| **3/4** | **To connect**    Technology in our Lives | **To code**    Programming | **e-Safety** | **e-Safety** | **To communicate**      **Multimedia** | **To collect**      Handling Data |
| **5/6** | **To connect**    Technology in our Lives | **To code**    Programming | **e-Safety** | **e-Safety** | **To communicate**      **Multimedia** | **To collect**      Handling Data |

**APPENDIX 4C**

**RE LONG TERM MAP NORTH RIGTON**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **RECEPTION** | | **YEAR ONE/ TWO** | | **YEAR THREE/FOUR** | | **YEAR FIVE/SIX** | |
|  | **YEAR A** | **YEAR B** | **YEAR A** | **YEAR B** | **YEAR A** | **YEAR B** | **YEAR A** | **YEAR B** |
| **AUT 1** | F2 Why do Christians perform nativity plays at Christmas? | F6 Which stories are special and why? | 1.8 Who am I? What does it mean to belong? | 1.1 What do Christians believe God is like? | L2.1 What do Christians learn from the Creation story? | L2.2 What is it like to follow God? | U2.1 What does it mean if God is holy and loving? | U2.2 Creation and science: conflicting or complementary? |
| **AUT 2** | Cont. | Cont. | Cont. | 1.3 Why does Christmas matter? | L2.9 What are the deeper meanings of festivals? | L2.10 How and why do believers show their commitments during the journey of life? | U2.4 Was Jesus the Messiah? | U2.8 What kind of king is Jesus? |
| **SPR 1** | F3 Why do Christians put a cross in an Easter garden? | F5 Which places are special and why? | 1.2 Who made the world? | 1.4 What is the good news that Jesus brings? | L2.6 When Jesus left, what next? | L2.3 What is the Trinity? (Incarnation and God) | U2.3 How can following God bring freedom and justice? | U2.5 What would Jesus do? |
| **SPR 2** | Cont. | Cont. | 1.10 How should we care for the world and for others, and why does it matter? | 1.5 Why does Easter matter? | L2.5 Why do Christians call the day Jesus died ‘Good Friday’? | Cont. | U2.7 What difference does the Resurrection make for Christians? [Y6] | U2.6 What did Jesus do to save human beings? |
| **SUM 1** | F1 Why is the word God so important to Christians? | F4 Being special: where do we belong? | 1.9 What makes some places sacred to believers? | 1.6 Who is Jewish and how do they live? | L2.7 What does it mean to be a Hindu in Britain today? | L2.4 What kind of world did Jesus want? | U2.9 What does it mean for Muslims to follow God? | U2.11 Why do some people believe in God and some people not? |
| **SUM 2** | Cont. | Cont. | Cont. | Cont. | Cont. | Cont. | Cont. | Cont. |

All Saints School Religious Education Scheme of Work

|  |  |  |  |  |  |  |  |
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| Year A 2022 - 2023 | | | | | | | |
|  | **Autumn** | | **Spring** | | **Summer** | | |
| Foundation | Creation – Why is the word God so important to Christians?  Wet and Windy Harvest | Incarnation – Why do Christians perform nativity plays at Christmas? | Which stories are special and why? | Salvation – Why do Christians put a cross in an Easter garden? | Which places are special and why? | Being special: where do we belong? | |
| Year 1/2 | Creation – Who made the world? | Incarnation - Why does Christmas matter (digging deeper) | Gospel – What is the good news that Jesus brings? | Salvation – why does Easter matter (digging deeper) | Who is Jewish and how do they live? | Who am I? What does it mean to belong? | |
| Year 3/4 | Creation/Fall – What do Christians learn from the creation story? | What does it mean to be a Sikh? | Gospel – What kind of world did Jesus want? | What does it mean for Muslims to follow God? (UKS2) | How and why do believers show commitment during the journey of life? | Kingdom of God – when Jesus left, what was the impact of Pentecost? | |
| Year 5/6 | Creation/Fall – Creation and science: conflicting or complimentary. | God – What does it mean if God is loving and holy? | Gospel – What would Jesus do? | Salvation – What difference does the resurrection make for Christians? | Why is pilgrimage important to some religious believers? | Kingdom of God – What kind of King is Jesus? | |
| Year B 2021 - 2022 | | | | | | | |
|  | **Autumn** | | **Spring** | | **Summer** | | |
| Foundation | Creation – Why is the word God so important to Christians? | Incarnation – Why do Christians perform nativity plays at Christmas? | Which stories are special and why? | Salvation – Why do Christians put a cross in an Easter garden? | Which places are special and why? | | Being special: where do we belong? |
| Year 1/2 | How should we care for the world and others and why does it matter? | Incarnation – Why does Christmas matter? | Who is Muslim and what do they believe? | Salvation –Why does Easter matter? | God – What do Christians believe God is like? | | What makes some places sacred to believers? |
| Year 3/4 | What does it mean to be a Hindu in Britain today? | Incarnation – What is the trinity? | Salvation – Why do Christians call the day Jesus died ‘Good Friday’ | Salvation – Why do Christians remember the events of holy week (digging deeper) | People of God – What is it like to follow God? | | What are the deeper meanings of festivals? |
| Year 5/6 | Why do some people believe in God and some people not?  How do religions help people live through good times and bad? | Incarnation – Was Jesus the Messiah? | What does it mean for a Jewish person to follow God? | Salvation – What did Jesus do to save human beings? | People of God – How can following God bring freedom and justice? | | What will make our city/town/village a more respectful place? |

**APPENDIX 5**

Expectations by the end of Primary School

Families and people who care for me

Pupils should know

• that families are important for children growing up because they can give love, security and stability.

• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives.

• that others’ families, either in school or in the wider world, 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.

• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.

• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Pupils should know

• how important friendships are in making us feel happy and secure, and how people choose and make friends.

• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

• 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.

• 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, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

Pupils should 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.

• practical steps they can take in a range of different contexts to improve or support respectful relationships.

• the conventions of courtesy and manners.

• the importance of self-respect and how this links to their own happiness.

• 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.

• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

• what a stereotype is, and how stereotypes can be unfair, negative or destructive.

• the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

Pupils should know

• that people sometimes behave differently online, including by pretending to be someone they are not.

• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.

• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

• how information and data is shared and used online.

Being safe

Pupils should know

• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

• that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.

• how to recognise and report feelings of being unsafe or feeling bad about any adult.

• how to ask for advice or help for themselves or others, and to keep trying until they are heard.

• how to report concerns or abuse, and the vocabulary and confidence needed to do so.

• where to get advice e.g. family, school and/or other sources.