

Long Term Progression in Lindow Life Skills Overview 2021-2022

To see how Lindow Life Skills will be taught to each year group at Lindow Community Primary School in 2021/22 please click on the appropriate button.

Reception

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Christopher Winter Project – Relationship and Sex Education Programme - Reception to Year 6 Summer 1

NO – No Outsiders –Inclusive Programme - Half termly Reception to Year 6

Reception						
Term & theme	Autumn 1 Run, run as fast as you can	Autumn 2 Anteater Antics	Spring 1 Naughty Bus	Spring 2 The Journey Home	Summer 1 Silly Doggy and Naughty Kitty	Summer 2 Superheroes to the Rescue
Term & theme & LLS strand	Be organised	Have a sense of community	Being co-operative and Participate	Being responsible	Be empathetic	Make decisions
British Value	Values of democracy (voting process school council)	Mutual respect and tolerance of those with different faiths and beliefs	The rule of law		Individual liberty	
No Outsiders lesson	You Choose	Red Rockets and Rainbow Jelly	Hello Hello	The Family Book	Mommy, Mama and Me	Blue Chameleon
Prior knowledge						
Prior skills						
Key vocabulary	Persevere	Community	Teamwork	Independence Estimate	Rehydrate	Healthy Hygiene
Statements from the 2020 Development Matters	Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Recognise that people have different beliefs and celebrate special times in different ways.	Show resilience and perseverance in the face of challenge. Use talk to help work out problems and organise thinking and activities, Identify and moderate their own feelings socially and emotionally.	Explain how things work and why they might happen. Seeing themselves as a valuable individual. Develop social phrases.	Build constructive and respectful relationships. Express their feelings and consider the feelings of others.	Manage their own needs. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time'

			Think about the perspectives of others.			- a good sleep routine - being a safe pedestrian
Statutory and non Requirements (PSHE, RSE and LLS)	<p>NO - I can choose what I like</p> <p>To choose the resources needed for chosen activities</p>	<p>NO - It's OK to like different things</p> <p>To work as part of a group or class and understand or follow the rules. To adjust behaviour to different situations and take changes of routine in my stride.</p>	<p>NO - To say hello</p> <p>To play co-operatively, taking turns with others.</p>	<p>NO - All families are different</p> <p>To develop the responsibility of looking after myself: my belongings and my environment.</p>	<p>NO - To celebrate my family</p> <p>To show sensitivity to others needs and feelings.</p> <p>Caring Friendships: To recognise the importance of friendship</p> <p>Being Kind</p> <p>To recognise the importance of saying sorry and forgiveness</p> <p>Families: To recognise that all families are different</p>	<p>NO - To say when I do or don't need help.</p> <p>To make a new friend</p>
Skills covered	<p>Children further develop skills in lining up and queuing</p> <ul style="list-style-type: none"> - mealtimes - personal hygiene <p>When given an instruction for a known and familiar activity. Children can choose 3 appropriate resources with minimal adult support. E.g. wellies, coat and clipboard.</p>	<p>Explain why we have rules when we live and work in a community</p> <p>Understand school behaviour sanctions and rewards</p>	<p>Children can begin to identify and moderate their own feelings.</p> <p>They can use talk to help work out problems during activities and games</p>	<p>Recognise the materials of paper and cardboard in the classroom.</p> <p>Identifying where the recycling boxes and litter bins in the school environment.</p>	<p>Talk about members of their immediate family and community.</p> <ul style="list-style-type: none"> • Name and describe people who are familiar to them <p>1. Role play friendship situations to make others feel welcome.</p> <p>2. Build a bank of ideas to show the different ways that we can say sorry.</p> <p>3. Record and carry out different jobs at home that have helped my family.</p>	<p>Children can know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> - regular physical activity - healthy eating - - being a safe pedestrian

End Point	I have developed the skills I need for lining up and mealtimes and I can choose 3 things I need for an outdoor activity e.g. Welly Wednesday	I can work as part of a group or class and understand and follow the rules. e.g. I can name three classroom rules and follow them.	I can play turn taking games and work well in a team situation.	I can be responsible for looking after myself: my belongings and my environment. e.g. I know that litter should go into the bin and paper should go in the recycling box.	<p>1. can name some ways that we can make new friends feel welcome</p> <p>2. I know different ways that I can say sorry.</p> <p>3. Identify different members of the family Say how family members can help each other</p>	<p>Manage their own needs.</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian
Enrichment	Welly Wednesday		Den building with Dads.			

Year One						
Term & theme	All Around Us.	Once Upon a Time...	Take a walk on the Wild Side!	What would you put in your own museum?	Where would you travel to?	Exciting Discoveries!
Term & theme & LLS strand	Be organised	Have a sense of community	Being co-operative and Participate	Being responsible	Be empathetic	Make decisions
British Value	Values of democracy (voting process school council)	Mutual respect and tolerance of those with different faiths and beliefs	The rule of law		Individual liberty	
No Outsiders lesson	Elmer	Going to the Volcano	Want to Play Trucks?	Hair, It's a Family Affair	My World, Your World	Errol's Garden
Prior knowledge	Children can choose 3 things I need for an outdoor activity e.g. Welly Wednesday	Children can name 3 school rules	I can play turn taking games and work well in a team situation.	Children know that litter should go into the bin and paper should go in the recycling box..	Children can welcome others, say sorry and know how to be helpful at home.	Children understand basic hygiene rules to stay healthy
Prior skills	Children further develop skills in lining up and queuing - mealtimes - personal hygiene When given an instruction for a known and familiar activity. Children can collect 3 appropriate resources with minimal adult support. E.g. wellies, coat and clipboard.	Explain why we have rules when we live and work in a community Understand school behaviour sanctions and rewards	I can play turn taking games and work well in a team situation.	I know the different materials of paper and cardboard. I can identify where litter bins and recycling bins are within the school environment.	Know 3 ways we could welcome new people into the classroom. Know how to say sorry so that we can all feel better. Name 3 things that I can do at home to help my family	Wash hands and use the toilet independently Children can be ask for help when they need equipment or support from another adult Children know how to be a road safety hero.
Key vocabulary	Seasons (Spring, Summer, Autumn, Winter) Organisation	Co-operation Village Town City	River Valley		Considerate	Independent

Statutory and non Requirements (PSHE, RSE and LLS)	<p>NO - To like the way I am</p> <p>To select resources independently to support me through the school day e.g.</p>	<p>NO - To work as part of a school community and understand the needs of others in my community.</p>	<p>NO - To find ways to play turn taking games together independently</p> <p>To understand what is fair and unfair and what is right and wrong.</p>	<p>NO - To be proud to be me</p> <p>To have the responsibility of looking after myself, my belongings and my environment.</p>	<p>NO - To share the world with lots of people</p> <p>To recognise and name a wide range of feelings in myself and others, e.g. worried, anxious, joyful</p> <p>1. Different Friends To understand that we are all different but can still be friends</p> <p>2. Growing and Changing To discuss how children grow and change</p> <p>3. Families and Care To explore different types of families and who to ask for help. To identify who can help when families make us feel unhappy or unsafe</p>	<p>NO - Different Friends</p>
Skills covered	<p>Children can select resources required during a normal school day e.g. phonics mats, number squares, toys, home time belongings. After discussion with the teacher, they can decide on appropriate clothing for playtime or other activities e.g. dance</p>	<p>Children learn the basic needs of 'others' (birds) in their community including the need for food, water, shelter and our role in supporting this</p>	<p>To find ways to play more complex games together following simple rules</p> <p>To understand what is meant by the terms 'fair' and 'unfair'</p> <p>To define independence as take ownership of your behaviour, belongings and actions. and co-operation as to take turns and</p>	<p>Children learn the value of personal target setting.</p> <p>To know some ways to keep healthy (mind, diet, exercise, diet, sleep)</p> <p>To understand why setting a personal target develops responsibility my own improvement.</p>	<p>1. To name 3 ways we can be different from our friends.</p> <p>2. To name something that I can do now that I couldn't do when I was a baby.</p> <p>3. To know who I could go to if I needed help.</p>	<p>Children use the NSPCC resources to 'talk PANTS'</p> <p>Use PANTS rules to understand how rules are made to keep us safe. Children can think of their own rules to keep themselves safe.</p>

			work well with other people.			
End Point	I know what special clothes I would need on a trip to the park.	I can work as part of a school community and understand the needs of others in my community e.g. I can name 3 things to encourage more birds in my garden.	I understand what is fair and unfair and what is right and wrong. E.g. I can define independence and co-operation	To have the responsibility of looking after myself, my belongings and my environment. E.g I know what my PE target is.	I can think of 2 things to help a person who is sad. 1. Know that we can be friends with people who are different to us 2. Understand that babies need care and support Know that older children can do more by themselves 3. Know there are different types of families. Know which people we can ask for help	I can name 2 classroom rules.
Enrichment		RSPB Birdwatch				

Year Two						
Term & theme	This is Me!	Fighting Fears	Incredible Inventions	Discoveries	We are a Community Hero!	Local Explorers
Term & theme & LLS strand	Be organised	Have a sense of community	Being co-operative and Participate	Being responsible	Be empathetic	Make decisions
British Value	Values of democracy (voting process school council)	Mutual respect and tolerance of those with different faiths and beliefs (See RE curriculum with focus on Islam)	The rule of law		Individual liberty	
No Outsiders lesson	Can I Join Your Club?	How to Be a Lion	The Great Big Book of Families	Amazing	What the Jackdaw Saw	All are Welcome
Prior knowledge	Different activities require different resources to be prepared. Different seasons require appropriate clothing	I can name 3 things to encourage more birds in my garden.	Children define independence as take ownership of your behaviour, belongings and actions. and co-operation as to take turns and work well with other people.	I know how to set a smart target to keep me fit and healthy. I know how to monitor my progress towards achieving my target.	1. Know that we can be friends with people who are different to us 2. Understand that babies need care and support Know that older children can do more by themselves 3. Know there are different types of families Know which people we can ask for help	Children know the school rules and can explain how the rules keep them safe. Children know the NSPCC PANTS rules
Prior skills	Children can select resources required during a normal school day After discussion with the teacher, they can decide on appropriate clothing for the next activity	Children know how to provide for the basic needs of wild birds	To find ways to play more complex games together following simple rules To understand what is meant by the terms 'fair' and 'unfair'	Children learn the value of personal target setting. Children know some ways to keep healthy (mind, diet, exercise, diet, sleep) Children understand why setting a personal target develops	To name 3 ways we can be different from our friends. To name something that I can do now that I couldn't do when I was a baby. To know who I could go to if I needed help.	Use PANTS rules to understand how rules are made to keep us safe. Children can think of their own classroom rules to keep themselves safe.

				responsibility my own improvement.		
Key vocabulary	Resilient Respectful	Community Citizen	Co-operative Inquisitive Local/global Persistent	Responsible		Independent
Statutory and non Requirements (PSHE, RSE and LLS)	NO - To welcome different people To make real life choices independently to become an organised child, e.g. remembering PE kit, lunchbox, reading book.	NO - To have self confidence To understand and work within charities/initiatives in the local community.	NO - To resolve simple conflicts co-operatively.	NO - To develop my own rules for a safe and happy learning environment. To have the responsibility of looking after myself, my belongings and my environment and the value of it all.	NO - To communicate in diverse ways Differences To introduce the concept of gender stereotypes. To identify differences between males and females Male and Female Animals To explore some of the differences between males and females and to understand how this is part of the lifecycle Naming Body Parts To focus on sexual difference and name body parts	Differences NO - To understand the consequences of the decisions that I make, e.g. keeping safe: road safety, e-safety. To make healthy lifestyle choices.
Skills covered	Children can make independent real life choices about packing their school bag e.g. They can pack their homework on a Wednesday or their LLS passport on a Friday	Children learn about a local initiative (Transition Wilmslow) and the role that this group plays. Children visit the community garden and learn benefits of 'grow your own' to support local	Using social stories, children learn to resolve simple conflicts co-operatively. Children transfer model of social stories to resolve real life conflict in the	Children learn how to fold and store their uniform during PE lessons. Children develop a pride in their own equipment and understand the value of looking after it.	To describe a physical difference between males and females but explain 3 things that can be similar. To use words like udders, teats and privates to describe the differences	Children use CBeebies and Bitesize videos to learn how to cross a road safely. In science children learn how germs are spread and how to prevent the spread of germs.

		community and protect the environment	classroom and playground	Children keep their class environment hazard free by storing everything in its correct place. Children know how to conduct themselves safely in the event of a fire alarm.	between male and female animals. Name the different a part of the female and male body including testicle penis, nipple and vulva.	Children learn how to prevent the spread of COVID
End Point	To make real life choices independently to become an organised child, e.g., remembering PE kit, lunchbox, reading book. e.g., Can I name things that I have to remember to bring to school on a Wednesday?	To understand and work within charities/initiatives in the local community. E.g. Can I name three things I can do that will help my local environment?	To resolve simple conflicts co-operatively. e.g. Can I name two solutions to solve the problem when your friend has just said that you can't play their game because you want to be the leader and they are already the leader?	To develop my own rules for a safe and happy learning environment. To have the responsibility of looking after myself, my belongings and my environment and the value of it all.e.g. Can I write three rules that will keep me and everybody else safe in school?	Understand that some people have fixed ideas about what boys and girls can do Describe the difference between male and female babies Describe some differences between male and female animals Understand that making a new life needs a male and a female Describe the physical differences between males and females Name the different body parts	To understand the consequences of the decisions that I make, e.g. keeping safe: road safety, e-safety. To make healthy lifestyle choices. E.g. Can I name 2 ways to stop the germs from spreading when somebody in our class is full of cold?
Enrichment		Wilmslow community garden				

Year Three						
Term & theme	The Grand Tour	River Deep Mountain High	School of Rock!	Where in the World?	Journeys Voyages and discoveries	Extraordinary Egyptians
Term & theme & LLS strand	Be organised	Have a sense of community	Being co-operative and Participate	Being responsible	Be empathetic	Make decisions
British Value	Values of democracy (voting process school council)	Mutual respect and tolerance of those with different faiths and beliefs	The rule of law		Individual liberty	
No Outsiders lesson	This is Our House	We're all Wonders	Beegu	The Truth about Old People	The Hueys in the New Jumper	Planet Omar: Accidental Trouble Magnet
Prior knowledge	Can make real life choices independently to become an organised child	Children can name charities/initiatives in the local community. Children can explain how the charities/initiatives support the area (Wilmslow library)	Children can name two solutions to solve playground problems	Children know how to conduct themselves safely in the event of a fire alarm. Children know what to do if someone they don't know is in their environment and how to keep safe.	Children understand that people can have fixed ideas about what a male or female can do. They can describe and name some physical differences between males and females and know that a male and female is needed to make a baby.	To understand the consequences of the decisions that I make, e.g. keeping safe: road safety, e-safety. To make healthy lifestyle choices. E.g. Can I name 2 ways to stop the germs from spreading when somebody in our class is full of cold?
Prior Skills	Can read a simple timetable and understand columns and rows	Used internet, social media, local libraries and local field trips to research the roles of local charities with adult support	Using social stories, children learn to resolve simple conflicts co-operatively. Children transfer model of social stories	Know how to fold and store their uniform during PE lessons. Have a pride in their own equipment and	To describe a physical difference between males and females but explain 3 things that can be similar.	Children can cross a road safely. Children know how to prevent the spread of cold and covid germs.

			to resolve real life conflict in the classroom and playground	understand the value of looking after it. Be able to keep their class environment hazard free by storing everything in its correct place.	To use words like udders, teats and privates to describe the differences between male and female animals. Name the different a part of the female and male body including testicle penis, nipple and vulva.	
Key vocabulary	Local Rural. Settlement Urban	Coastal Community	Natural Resource Population		Empathy	Investigate
Statutory and non Requirements (PSHE, RSE and LLS)	NO - To understand what discrimination means To follow instructions to gather resources and begin to show independence with familiar routines.	NO - To understand what a bystander is To consider the current topical issues in the local area.	NO To be welcoming To listen to other people and play and work co-operatively.	NO - To recognise a stereotype To take responsibility for personal needs while having an awareness of others.	NO - To recognise and help an outsider To understand that people can be similar and different and understand their feelings. Body Differences To identify that people are unique and to respect those differences To explore the differences between male and female bodies Personal Space To consider appropriate and inappropriate physical contact and consent Help and Support To explore different types of families and who to go to for help and support	NO- To consider living in Britain today To be aware of the different risks in the home and outside and of the possible solutions. Decide what is needed for a healthy lifestyle.

Skills covered	To read a chart or timetable independently and identify activities on times/days Discuss familiar routines e.g., school homework and strategies to support independence (post it notes/reminders)	Children visit the local library. Use this opportunity to study maps, and internet to identify geographic features of the local community e.g., Knutsford Road, shopping areas, bus stops and train stations, local recycling areas.	To understand some of the different roles and their importance within a community. Compare the roles and responsibilities of individuals within the school community and then compare this to a historical setting e.g. the community of Skara Brae	Children learn what can be done to reduce, reuse and recycling through local campaigns and media. Children understand the impact of dropping litter to other people and the environment both locally and globally. Children learn about recycling in Cheshire East and where materials are taken.	To name the vulva and uterus as the female body parts and the penis and testicles as the male body parts. To recognise body language when someone feels uncomfortable and describe what is appropriate touching. To name who I can go to I my family for support.	Using the website https://www.thinkuknow.co.uk children learn how to tell an adult you trust if they see something that makes them feel unsafe online.
End Point	To follow instructions to gather resources and begin to show independence with familiar routines. E.g. Can I list 3 items needed for school swimming?	To consider the current topical issues in the local area. E.g. Can I name 3 geographical features in the Wilmslow/Alderley area?	To listen to other people and play and work co-operatively. E.g. Can I name 3 roles within the community of Skara Brae?	To take responsibility for personal needs while having an awareness of others. E.g. What do the 3 Rs stand for?	Know and respect the body differences between ourselves and others Name male and female body parts using agreed words. Understand that each person's body belongs to them Understand personal space and unwanted touch Understand that all families are different and have different family members Identify who to go to for help and support	To be aware of the different risks in the home and outside and of the possible solutions. Decide what is needed for a healthy lifestyle. E.g. What should I do if I see something that worries me online?
Enrichment		Trip to Wilmslow library				

Year Four						
	Place in this world	The Greatest Show!	What did the Romans ever do for us?	Angry earth	Save our Environment	Mam Tor
Term & theme & LLS strand	Be organised	Have a sense of community	Being co-operative and Participate	Being responsible	Be empathetic	Make decisions
British Value	Values of democracy (voting process school council)	Mutual respect and tolerance of those with different faiths and beliefs (See RE curriculum with focus on Islam)	The rule of law		Individual liberty	
No Outsiders lesson	Along Came a Different	Dogs Don't do Ballet	Red: A Crayon's Story	Aalfred and Aalbert	When Sadness Came to Call	Julian is a Mermaid lesson
Prior knowledge	Children know how to pack equipment for clubs and sporting activities e.g. swimming.	Children can name 3 geographical features in Wilmslow/Alderley area.	Children can name 3 roles within the community of Skara Brae?	Children can name the 3 R's reduce, reuse, recycle.	Children can name the different body parts of the male and female body. They understand how to respect and recognise personal space of others. Children know who to go to for support in their family.	Children know what they should do if they see something that worries me online?
Prior Skills	Children can list 3 items needed for school swimming To use resources to find out more about the relevant equipment needed for a club. To ask relevant questions relating to the subject.	Using maps, local library, fieldwork and internet to identify geographic features.	To understand some of the different roles and their importance within a community. Compare the roles and responsibilities of individuals within the school community and then compare this to a historical setting	Children learn what can be done to reduce, reuse and recycling through local campaigns and media. Children understand the impact of dropping litter to other people and the environment both locally and globally.	To name the vulva and uterus as the female body parts and the penis and testicles as the male body parts. To recognise body language when someone feels uncomfortable and describe what is appropriate touching.	Children know what action to take if they see something unsafe online

				Children learn about recycling in Cheshire East and where materials are taken.	To name who I can go to I my family for support.	
Key vocabulary	Bacteria Government Nutrition	Biodiversity Climate	Conflict Settlement Community Refugee		Biodiversity Climate Empathy	
Statutory and non Requirements (PSHE, RSE and LLS)	NO – To help someone accept difference To gather appropriate resources and make responsible choices with increasing independence	NO – To choose when to be assertive To understand some current topical issues in the local and wider area.	NO – To be proud of who I am To listen to other people and begin to resolve problems with more independence.	NO – To find common ground. To take responsibility for personal needs and possessions, whilst having an awareness of impact on others.	NO – To look after my mental health Changes To explore the human lifecycle. To identify some basic facts about puberty What is puberty To explore how puberty is linked to reproduction Healthy Relationships To explore respect in a range of relationships To discuss the characteristics of healthy relationships	NO – To show acceptance To understand the different risks in the home and outside and decide how to react.
Skills covered	Learn how to use media (app) to check weather forecast prior to going on a trip Use weather app information to make informed decisions about what to pack Learn how to use media to find about the physical geography	Research local habitats (Peat bogs) to see what plants attract different species. Explore ways to encourage wildlife into school or home garden. Use local history walk to identify species first hand.	Create rules for a new game to make it fair and equal for everyone. I can think of ways to resolve disputes at school and home. Use Red Cross resources to help young people	Discover the journey of litter from land to rivers to oceans. Learn the impact of litter and pollution in the oceans and how wildlife is affected. Recognise that plastic is in the oceans for years and should be reduced, reused and recycled to minimise	Define puberty. Know that puberty can happen anytime between the age of 8 – 16years. Name 3 things that happen to their bodies and feelings during puberty. Name the seed that comes from a male (sperm) and an egg	Children complete level 1 Bike ability and can: Maintain your cycle: Control your bike: including setting off, cruising, slowing down, braking and stopping. Pedal: without feeling wobbly or out of control

	of the area you plan to visit Research the activities using the internet to plan essential equipment.		challenge assumptions about migrants, asylum seekers and refugees Learn what causes people to leave their homes and what their experiences are like the meaning of the terms asylum seekers, migrants and refugees https://www.redcross.org.uk/get-involved/teaching-resources/refugees-and-migration	further use and production. Lear 3 things that they can do in their life to reduce the use of plastic.	that comes from females (ovum) and know that these are needed to make a baby. Name 3 good qualities that make a healthy and positive relationship.	Be aware of your surroundings
End Point	I can gather appropriate resources and make responsible choices with increasing Independence E.g. What 4 items would I pack in a bag for a hike?	I can understand some current in the local and wider area. E.g. Can I name 3 things to encourage more wildlife in my garden	I can listen to other people and begin to resolve problems with more independence. E.g. What did Viking invaders and asylum seekers need to settle?	I can take responsibility for personal needs and possessions, whilst having an awareness of impact on others. E.g Name 3 ways to reduce plastic waste in the oceans,	Understand that puberty is an important stage in the human lifecycle. Know some changes that happen during puberty. Know about the physical and emotional changes that happen in puberty Understand that children change into adults to be able to reproduce if they choose to. Know that respect is important in all relationships including online Explain how friendships can make people feel unhappy or uncomfortable.	I can understand the different risks in the home and outside and decide how to react. Eg. Name three things I should check on my equipment before cycling safely.
Enrichment		Local history walk				

Year Five						
Term & theme	Awesome America	Angle-land to England	Raiders or Traders? Invaders and Settlers	To Infinity and Beyond	Caring for our world Enough for everyone	Journey
Term & theme & LLS strand	Be organised	Have a sense of community	Being co-operative and Participate	Being responsible	Be empathetic	Make decisions
British Value	Values of democracy (voting process school council) Mutual respect and tolerance of those with different faiths and beliefs (See RE curriculum with focus on Islam)		The rule of law,		Individual liberty	
No Outsiders lesson	Kenny Lives with Erica and Martina	Rose Blanche	Mixed	How to Heal a Broken Wing	The Girls	And Tango Makes Three
Prior knowledge	Children know which weather apps and maps to use to plan and research independently	Children can name 3 things to encourage more wildlife in my garden	Children can listen to other people and begin to resolve problems with more independence. E.g. What did Viking invaders and asylum seekers need to settle?	Children can name 3 ways to reduce plastic entering the oceans.	Children know what puberty is and that it is needed to make a baby. They know some physical and emotional changes that can happen during puberty. They know that respect is needed in all relationships and how relationships can make people feel unhappy or uncomfortable.	I can understand the different risks in the home and outside and decide how to react. Eg. Name three things I should check on my equipment before cycling safely.
Prior skills	Learn how to use media (app) to check weather and make	Research local habitats (Peat bogs) to see what plants attract	Create rules for a new game to make it fair	Can map out the journey of litter from land to ocean.	Children can define puberty and know that it can happen anytime	In Year 3 children used the website https://www.thinkukn

	make informed decisions about resources. Research the activities using the internet to plan essential equipment.	different species. Explore ways to encourage wildlife into school or home garden	and equal for everyone. Children can think of ways to resolve disputes at school and home. Children learn what causes people to leave their homes and what their experiences are like the meaning of the terms asylum seekers, migrants and refugees	Can use media and recognise campaigns that show the damage of plastic in the oceans. Children reduce personal use of plastic in their environment.	between the age of 8 – 16years. Children can name 3 things that happen to their bodies and feelings during puberty. Children can name sperm and ovum and know that these are needed to make a baby. Children can name 3 good qualities that make a healthy and positive relationship.	ow.co.uk children learn how to tell an adult you trust if they see something that makes them feel unsafe online.
Key vocabulary	Aspiration Citizen Community Democracy Diction Organisation			Environment		Influence Respect persuasion
Statutory Requirements	NO – To consider consequences To plan and resource ahead for daily life and special events.	NO – To justify my actions To engage with people from similar and different communities e.g. a religious visitor.	NO – To consider responses to racist behaviour To engage in an understanding of working structures and the roles that are played within, To understand the roles within a team of people.	NO - To recognise when someone needs help To take responsibility for my own equipment and environment as well as for other living things and the school environment.	NO- To explore friendships To recognise as I approach puberty, how people's emotions change at that time. Talking About Puberty To explore the emotional and physical changes occurring in puberty The Reproduction System To understand male and female puberty changes in more detail	NO - To exchange dialogue and express an opinion To respect others decisions and support, influence or challenge respectfully.

					<p>Puberty Help and Support</p> <p>To explore the impact of puberty on the body and the importance of physical hygiene To explore ways to get support during puberty</p>	
Skills covered	<p>Children can independently research equipment that will be needed for a range of activities across the week. Children can plan a list of what they need to remember using a Microsoft word table or other calendar reminder app.</p>	<p>Children to understand what it means to be part of a community. Children can share their personal experiences of communities that they are part of (Brownies, faith, football team)</p>	<p>Children use Foxes tool or other resource to assign roles to members within a group and work together to create a presentation.</p>	<p>Children recognise the value in their personal belongings and how to take care of them. Children speak to local environmental groups e.g. The Local River Trust, Transition Wilmslow, Plastic Free Wilmslow to learn about issues affecting the environment locally. Children research water pollution in our local rivers and how people can improve the quality of the water.</p>	<p>Children can recognise more of the changes that can happen during puberty including breast development, pubic hair, body hair, muscle growth etc. Be able to identify the physical and emotional changes in a female during menstruation and know the name of the products that are needed and where to get them from. Explain that a male produces sperm after he goes through puberty and some of the other changes such as testicles 'dropping', erections and wet dreams Can name 5 things that could help to keep someone hygienic during puberty.</p>	<p>Children revisit website on internet safety but now for 8–10-year-olds https://www.thinkuknow.co.uk/</p> <p>Play – Playing games online</p> <p>Like – Being kind to others online</p> <p>Share – Sharing videos and photos online</p> <p>Chat – Talking to others online</p> <p>Lock – Keeping information private</p> <p>Explore – Exploring the internet</p> <p>Children learn the definitions for : influence, respect and persuasion</p>

End Point	I can plan and resource ahead for daily life and special events using ICT to make a timetable e.g. I can list the equipment that I require over the course of the week.	I can engage with people from similar and different communities e.g. I can name 3 communities I am a member of.	I can describe a situation when I have worked as part as part of a team.	To take responsibility for my own equipment and environment as well as for other living things and the school environment. e.g.I can name 3 environmental factors affecting local wildlife.	To explore the impact of puberty on the body and the importance of physical hygiene To explore ways to get support during puberty Understand how puberty affects the reproductive organs Describe what happens during menstruation and sperm production Explain how to keep clean during puberty Explain how emotions/relationships change during puberty Know how to get help and support during puberty	I can define influence, respect and persuasion.
Enrichment		Visit to St Johns or other religious building				

Year Six						
Term & theme	Conflict and Resolution	Endangered or Empowered?	Man vs. Giant	Survival of the Fittest	High Hopes & Daring Dreams	Be the change you want to see in the World
Term & theme & LLS strand	Be organised	Have a sense of community	Being co-operative and Participate	Being responsible	Be empathetic	Make decisions
British Value	Values of democracy (voting process school council) (See RE curriculum with focus on Islam)	Mutual respect and tolerance of those with different faiths and beliefs	The rule of law,		Individual liberty	
No Outsiders lesson	King of the Sky	The Only Way is Badger	Leaf	The Island	Introducing Teddy	A Day in the Life of Marlon Brundo
Prior knowledge	Children know a range of calendar, list and reminder apps. They know how to make a table in Microsoft word.	I can engage with people from similar and different communities e.g. I can name 3 communities I am a member of.	I can describe a situation when I have worked as part of a team.	I can describe 3 examples of water pollution to our local rivers. E.g dropping litter, chemicals rained into the rivers and animal damage to the riverbanks.	I can explain the physical and emotional changes during puberty. I know 5 things that can help me to stay hygienic during puberty. I know the effect puberty has on the reproductive organs. I can say where I can get support if I need it during puberty.	From Year 4 - Name three things I should check on my equipment before cycling safely.
Prior skill	Children can independently research equipment that will be needed for a range of activities across the week. Children can plan a list of what they need to	Children to understand what it means to be part of a community. Children can share their personal experiences of communities that they	Children have learnt some of the roles that are required to work as part of a successful team	Children can name 3 environmental factors that affect the wildlife in their local environment. How litter can pollute our local rivers. How weather patterns can	Children can explain the physical and emotional changes that occur in puberty in more detail. Children can identify the physical and emotional changes	(From Year 4) Children complete level 1 Bike ability and can: Maintain your cycle: Control your bike: including setting off, cruising, slowing

	remember using a Microsoft word table or other calendar reminder app.	are part of (Brownies, faith, football team)		affect the food and water available to wildlife. How weather temperature affects the migration of birds and hibernation of animals.	during menstruation and the products she will use. Children can explain that a male produces sperm after going through puberty and have an awareness of other changes eg testicles 'dropping', erections and wet dreams Can name 5 things that could help someone to keep hygienic during puberty.	down, braking and stopping. Pedal: without feeling wobbly or out of control Be aware of your surroundings
Key vocabulary	Economy Equity Democracy Integrity Professionalism	Discrimination Justice		Diversity Sustainable		Respect
Statutory Requirements	NO- To consider responses to immigration To face challenges positively by collecting information or resources, looking for help, making responsible choices and taking action.	NO- To consider language and freedom of speech To know similarities and differences between people arise from a number of different factors, (gender, culture, race) in their local and global community.	NO – To overcome fears about difference To engage in democratic processes e.g. discussion and debate that require appropriate question and challenge to peers and adults. To understand an element of national politics.	NO – To consider cause of racism To take responsibility for the needs of others by consistent modelling of good behaviour.	NO – To show acceptance To recognise as I approach puberty, how people's emotions change at that time. Puberty and Reproduction To consider puberty and reproduction Communication in Relationships exploring the importance of communication and respect in relationships	NO – To consider democracy To recognise different risks and decide how to behave – physical contact, substances, sensible road use. To recognise good risks and bad risks in different situations and then how to behave accordingly.

					Families, Conception and Pregnancy <i>To consider different ways people might start a family</i> Online Relationships <i>To explore positive and negative ways of communicating in a relationship</i>	
Skills covered	Children can plan and cost transport for a journey using the internet They can research other costs that they may incur on their journey (food, drink, entertainment) and budget appropriately.	Through their understanding of human geography and faith, children learn about similarities and differences in global cultures. Children look at historical examples of discrimination and justice e.g. through learning about Martin Luther King.	Children to use the resources on UK Parliament https://learning.parliament.uk/en/outreach/ Children will learn the importance and definition of democracy, liberty, House of Commons, General Election, United Nations.	Children learn that weather is affected by pollution and damage to the environment. Children explore the implications of flooding using a case study globally, nationally and locally. Explore flood prevention methods that have been used globally, nationally and locally. E.g. damage to local peat bogs by peat cutting.	Children can name 5 ways that humans change during puberty. Children can identify respect, being equal and communication as being important in a healthy relationship. <i>Children can explain what the conception process is. The can explain why choice, consent, legal age and protection is important.</i> Children know where to find advice about keeping safe online. Children know 5 actions of what they can do when an online relationship breaks down.	Bikeability level 2 Start and stop with more confidence Pass stationary vehicles parked on a road Understand the road: signals, signs and road markings Negotiate the road: including quiet junctions, crossroads and roundabouts Share the road with other vehicles
End Point	To face challenges positively by collecting information or resources, looking for	To know similarities and differences between people arise from a number of different factors,	I can define democracy, liberty, House of Commons, General Election, United Nations.	To take responsibility for the needs of others by consistent modelling of good behaviour.	Describe how and why the body changes during puberty in preparation for reproduction Talk	I can name an occasion when it's the right decision to ask for advice or help for myself or others.

	help, making responsible choices and taking action. E.g. To plan and prepare for the end of year treat – explore train journeys, money, budget etc.	(gender, culture, race) in their local and global community e.g. I can define diversity, discrimination and justice.		e.g I can name a current global environmental issue in our local area.	<p>about puberty and reproduction with confidence</p> <p>Explain differences between healthy and unhealthy relationships</p> <p>Know that communication and permission seeking are important</p> <p><i>Describe the decisions that have to be made before having children</i></p> <p><i>Know some basic facts about conception and pregnancy.</i></p> <p>To have considered when it is appropriate to share personal/private information in a relationship</p> <p>To know how and where to get support if an online relationship goes wrong</p>	
Enrichment	Y6 summer treat					Bike ability