



Kentmere Academy and Nursery- Knowledge and Skills- PHSE

Early Years

Year Group	Learning Objective	Knowledge	Skills
<p>Early Years</p>	<p>To learn the names of the children in the class.</p> <p>To talk about their interests/experiences in the classroom.</p> <p>To introduce the characters of Dinosaur to the children.</p> <p>To decide on class rules for the children to follow.</p> <p>To learn the class rules and rules when sitting on the carpet.</p>	<p>Expresses own preferences and interests.</p> <p>Aware of the boundaries set, and of behavioural expectations in the setting.</p> <p>To understand the consequences when not following the rules.</p> <p>Aware of the boundaries set, and of behavioural expectations in the setting.</p>	<p>May form a special friendship with another child.</p> <p>Confident to talk to other children when playing, and will communicate freely about own home and community.</p> <p>Can describe self in positive terms and talk about abilities.</p> <p>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p>



Cycle A- Year 1/2

Year Group	Topic	Week	Learning Objective	Knowledge	Skills
Year 1/2	Dinosaur Planet!	Autumn 1 Week 1	To take responsibility for our own actions.	I know why we have rules in school.	I can take part in a class discussion. I can suggest rules that we should follow.
	Dinosaur Planet!	Autumn 1 Week 2	Qualities of a good friend and how to be a good friend.	I know what makes a good friend. I understand that friends should not make you do something that you don't want to do (peer pressure).	I can talk about what makes a good friend. I can discuss gender, equality and treating people fairly. I can debate which qualities are the most important for a friend.
	Dinosaur Planet!	Autumn 1 Week 3	To understand how we can say sorry when we have hurt someone.	I know what reconciliation means I can describe how a person might be feeling.	I can spot when I might have hurt someone. I can say sorry when I have hurt someone. I can think of ways to show reconciliation.



Year 1/2	Muck, Mess and Mixtures	Autumn 2 Week 1	To understand how to look after my teeth.	I understand the importance of brushing my teeth. I know that teeth are important for chewing and talking. I understand that I have different types of teeth for different jobs.	I can act out the main stages of brushing my teeth. I can give examples of some foods that are good / bad for our teeth. I can talk about ways to look after my teeth.
		Autumn 2 Week 2	To consider how we are growing and changing.	I know how my body changes physically as I grow. I know how we are the same and how we are different to others.	I can think about how what we do and our abilities change as we grow. I can share my experiences with the class.
	To explain how to keep safe on Bonfire Night. To understand why we have Bonfire Night.		<i>I understand why we have Bonfire Night.</i>	I can talk about how to keep myself safe on Bonfire Night. I can talk about how to keep my pets and family safe.	
	Muck, Mess and Mixtures	Autumn 2 Week 3	To recognise how to look after my body.	I can name the main body parts. I know how to care for my body. I know what humans need to stay alive. I can talk about exercise. I know the underwear rule.	I can find my pulse after exercise. I can discuss essential and desirable needs to stay alive.



			To understand why we have Remembrance Sunday.	I can talk about why we remember those who have died with a poppy.	I can show empathy with those who have lost members of their family.
	Muck, Mess and Mixtures	Autumn 2 Week 4	To recognise and think about our emotions.	I know what emotions are. I know that there are different types of emotions. I know that emotions can be positive and negative.	I can explain what the word emotions means. I can discuss how to recognise different emotions I can show different emotions using facial expressions.
Year 1/2	Bright Lights, Big City	Spring 1 Week 1	(New Year Resolutions) To set personal targets and make new year's resolutions.	I know what a resolution is and why people set them.	I can talk about what I want to improve. I can talk about how I am going to achieve my target.
			To make a choice and justify the answer by giving a reason.	I know what an opinion is. I understand that it is ok to agree or disagree with people.	I can listen to the opinions of others. I can make a decision and provide a reason. I can comment on other people's ideas.
		Spring 1	Holocaust Memorial Day - (27.01)	I will know what to do if I see discrimination.	I will be able to identify ways in which we are different and the same.



	Bright Lights, Big City	Week 2	To discuss and understand differences and similarities between people.	I will understand that the people I know are all different, and that these differences should be celebrated.	
			Chinese New Year (25.01.20/01.02.22) To understand some of the traditions of Chinese New Year	I understand that each year is named after an animal.	I can talk about some of the traditions of Chinese New Year. I can comment on the actions and behaviour of the characters and show empathy.
	Bright Lights, Big City	Spring 1 Week 3	To understand the concept of right and wrong.	I know the difference between right and wrong. I know the events of the Willow Pattern Story.	I can talk about different parts of the story. I can talk about right and wrong parts of the story. I can take part in group discussions. I can comment on the feelings of the characters.



			<p>Safer Internet Day (08.02.22) To understand how we are kept safe.</p>	<p>I know how we are kept safe in school. I know how to keep myself safe whilst using the internet.</p>	<p>I can talk about how to keep myself safe both in school and using the internet. I can explain what to do if something upsets me. I can design a poster to share the important messages.</p>
Year 1/2	Bright Lights, Big City	Spring 2 Week 1	<p>To understand how to keep themselves safe around medicines.</p>	<p>Understand that some medicines and substances can be harmful if not used properly. I know how to keep myself safe and manage risk.</p>	<p>I can make decisions and talk about my choices. I know who it is safe to accept medicines off. I can suggest safe places to store medicines.</p>
	Bright Lights, Big City	Spring 2 Week 2	<p>To understand how to stay safe outside of school.</p>	<p>I understand how to stay safe around roads. I know the rules of keeping safe on the roads. I know who can help me if I am in danger.</p>	<p>I can identify other dangers I might face when I am outside.</p>



			<p>Mothers Day (22.03.20/27.03.22)</p> <p>To recognise people who help us.</p>	<p>I understand that there are people who can help us keep safe. I know the rules of keeping safe.</p>	<p>I can list the ways in which people help us. I can talk about how people care for me.</p>
	<p>Bright Lights, Big City</p>	<p>Spring 2 Week 3</p>	<p>To understand and learn the PANTS rules.</p>	<p>Know the difference between appropriate and inappropriate touch. Name body parts and know which parts should be private Understand that they have the right to say "no" to unwanted touch.</p>	<p>Think about who they trust and who they can ask for help.</p>
<p>Year 1/2</p>	<p>The Scented Garden</p>	<p>Summer 1 Week 1</p>	<p>Healthy Eating To understand the importance of balance in their daily food intake.</p>	<p>I recognise that my body needs different types of food. I can talk about why food is important for my body. I understand that my body needs different things to stay alive and healthy.</p>	<p>I am beginning to sort foods into the food groups. I can explain about a balanced diet and be able to describe how different foods are good for our bodies.</p>



	The Scented Garden	Summer 1 Week 2	<p>Healthy Eating. To recognise that eating healthily is part of being healthy now and in the future.</p>	<p>I understand that some foods that are good for our bodies and some are not. I understand what it means to have a balanced diet</p>	<p>I can talk about why food is important for my body. I can talk about healthy and unhealthy snacks.</p>
	The Scented Garden	Summer 1 Week 3	<p>Healthy Eating. To know what constitutes, and how to maintain, a healthy lifestyle</p>	<p>To know the benefits of physical activity, rest, healthy eating and dental health. I know things I can make decisions about.</p>	<p>I can choose to keep my mind and body healthy and safe. I can explain choices I would like to make differently next time.</p>
Year 1/2	Bounce	Summer 2 Week 1	<p>Rights and Responsibilities. Rights and protecting our rights. To know about what rights are and identify rights that all people share.</p>	<p>I know what a right/need is. I know who helps protect my rights. I can reflect on how I can help protect the rights of others.</p>	<p>I can think of things that all children need. I can talk about why the given human rights are a good thing. I can talk about the special rights children have. I can reflect on how I feel about situations where people's human rights aren't met.</p>



	<p>Bounce</p>	<p>Summer 2 Week 2</p>	<p>Everyone is different and respecting others</p> <p>To know that people and other living things have rights and that everyone has responsibilities to protect those rights</p>	<p>I understand that all people have the same rights. I know what respect means. I know if people's rights are being respected or not. I know how people might feel if their rights are not respected.</p>	<p>I can identify something special about myself. I can identify and celebrate some of the ways people can be different from each other. I can explain why we should treat all people with kindness and respect. I can discuss ways in which all people are the same.</p>
	<p>Bounce</p>	<p>Summer 2 Week 3</p>	<p>Is it fair?</p> <p>To understand the importance of fairness.</p>	<p>I can explain what being fair means. I understand that all people need different things to live happy, safe and healthy lives and that this is their right.</p>	<p>I can think about how people being treated unfairly makes me feel. I can say if I think something is fair or unfair.</p>



Cycle B- Year 1/2

Year Group	Topic	Week	Learning Objective	Knowledge	Skills
Year 1/2	Moon Zoom	Autumn 1 Week 1	<p>Friendship</p> <p>To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</p>	<p>I know what kind and unkind behaviour mean in and out of school.</p> <p>I know how kind and unkind behaviour can make people feel.</p> <p>I know what respect means.</p>	<p>To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.</p> <p>I can follow class rules, being polite to others, sharing and taking turns.</p>
		Autumn 1 Week 2	<p>To understand the need for friendship and the impact it has on our well-being.</p>	<p>I know why it is important to have good friends.</p> <p>I know what makes a good friend.</p> <p>I know how having good friends makes you feel.</p>	<p>I can explain what we can do to be a good friend to others.</p> <p>I can reflect on qualities I have which make me a good friend and those I would like to get even better at.</p>



	Moon Zoom	Autumn 1 Week 3	To understand that getting on and falling out are acceptable in a healthy friendship.	I know strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help. I know ways to help work out arguments and disagreements without being unkind.	I can listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). I can recognise that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable). To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable.
Year 1/2	Memory Box	Autumn 2 Week 1	My body - Looking after our bodies The importance of, and how to, maintain personal hygiene	I know how some diseases are spread and can be controlled. I know how to keep my body clean.	I can talk about the responsibilities they have for their own health and that of others. To develop simple skills to help prevent diseases spreading.
			<i>To explain how to keep safe on Bonfire Night. To understand why we have Bonfire Night.</i>	I understand why we have Bonfire Night.	I can talk about how to keep myself safe on Bonfire Night. I can talk about how to keep my pets and family safe.



Memory Box	Autumn 2 Week 2	My body - Sleep and exercise	I understand that I need to exercise to keep healthy. I know easy ways I can exercise. I know why I need to get enough sleep. I know easy things I can do to help myself sleep well.	I can make healthy choices about sleep and exercise.
		To know what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity and rest,	<i>To understand why we have Remembrance Sunday.</i>	<i>I can talk about why we remember those who have died with a poppy.</i> <i>I can show empathy with those who have lost members of their family.</i>
Memory Box	Autumn 2 Week 3	My Body - Happy healthy foods What constitutes, and how to maintain, a healthy lifestyle including healthy eating.	I can sort healthy and less healthy foods. I can recognise foods that are good for an occasional treat. I know easy things I can do to have a healthier diet.	I can make healthy choices about food and drink.
Memory Box	Autumn 2 Week 4	My body - Think happy, feel happy. To learn about good and not-so-good feelings, to develop a vocabulary to describe their feelings to others and to	I understand how happy thoughts can make me feel better. I can think of different, more positive ways, to think about things.	I can describe different emotions and consider how to deal with different feelings. I can identify positive and negative thoughts.



			develop simple strategies for managing feelings.		
Year 1/2	Towers, Tunnels and Turrets	Spring 1 Week 1	(New Year Resolutions) To set personal targets and make new year's resolutions and recognise what makes them special.	I know what a resolution is and why people set them.	I can talk about what I want to improve. I can talk about how I am going to achieve my target.
			Different families To recognise that family and friends should care for each other.	I know how our families can help us. I know ways families can show each other they care.	I can give reasons to explain why members of my family are important to me.
	Towers, Tunnels and Turrets	Spring 1 Week 2	To communicate my feelings to others and to recognise how others show feelings and how to respond.	To understand how I can show my special people that I care about them and understand why this is important.	I can identify positive feelings associated with my special people. I can talk about the positive feelings associated with showing others I care. I can reflect on how I can help others in my class to feel good.
			Chinese New Year (12.02.21/22.01.23)	I understand that each year is named after an animal.	I can talk about some of the traditions of Chinese New Year.



			To understand some of the traditions of Chinese New Year		I can comment on the actions and behaviour of the characters and show empathy.
	Towers, Tunnels and Turrets	Spring 1 Week 3	To explore and celebrate similarities and differences in families. To encourage children to appreciate how family members care for each other.	I understand that there are different types of families. I can identify who is in my family. I can explain why we need our families.	To identify and respect the differences and similarities between people. I am respectful. I can listen to others and contribute my own ideas.
			Safer Internet Day (12.02.21/14.02.23) To understand how we are kept safe.	I know how we are kept safe in school. I know how to keep myself safe whilst using the internet.	I can talk about how to keep myself safe both in school and using the internet. I can explain what to do if something upsets me. I can design a poster to share the important messages.
Year 1/2	Towers, Tunnels	Spring 2	Keeping safe - sun safety	I know how to dress to help me keep safe. I understand the 11-3 rule.	I can explain slip, slap, slop. I can talk about how I can protect my skin from sunburn.



	and Turrets	Week 1	To understand how to keep safe in the sun		
	Towers, Tunnels and Turrets	Spring 2 Week 2	Keeping safe -water safety To understand that water can be dangerous and find out ways to help us stay safe.	I know the dangers of water. I know what the different flags at the beach mean. I know the water safety code.	I can spot potential dangers. I can recognise some of the safety signs. I can discuss the water safety code.
	Towers, Tunnels and Turrets	Spring 2 Week 3	Keeping safe -electricity safety. To identify electrical hazards and know how to keep safe	I know what a hazard is. I know how to keep to keep safe around electricity. .	I can identify the dangers and hazards and explain how they could have been prevented,



Year 1/2	Splendid Skies	Summer 1 Week 1	Keeping Safe - Matches To understand how matches can cause devastation and injury.	I know matches should not be used by children. I understand that people can get burned and hurt. I understand that fires can spread quickly and are dangerous.	I can talk about safe places to keep matches.
	Splendid Skies	Summer 1 Week 2	Keeping Safe - Germs To understand the importance of hand washing and to describe that germs may be present even if they are not seen.	I can say what happens when I wash my hands. I can say what happens when I don't wash my hands. I understand why it is important to wash hands.	I can show others how to wash hands properly. I can describe the growth and spread of germs.
	Splendid Skies	Summer 1 Week 3	Keeping safe - Secrets and stranger danger. To learn about the importance of not keeping adults' secrets, only surprises. To learn how to respond to adults we don't know.	Understand that no one should ask us to keep a secret or surprise that makes us feel worried or uncomfortable. Understand that we have a right to tell our teacher about any secret or surprise that makes us feel uncertain, uncomfortable or worried.	Explain the difference between a surprise and a secret. Give reasons for keeping surprises. Explain that we should not keep adults' secrets. I can talk about what I would do if I was approached by a stranger.



				Identify whom they can go to in school if they are worried about a surprise or a secret. I know what a stranger is.	
Year 1/2	Coastline	Summer 2 Week 1	Wants and needs To realise that people and other living things have needs, and they have responsibilities to meet them.	I know what a want and a need are. I know the things that humans need to stay alive. I know the things that humans want to make life better.	I can share my opinions and explain my views. I can take part in discussions with one other person and the whole class I can talk about the differences between something that I want and something that I need.
	Coastline	Summer 2 Week 2	To distinguish between wants and needs.	I understand that not everything we want is needed.	I can make choices to sort what is a want and what is a need. I can explain reasons for the choices made.
	Coastline	Summer 2 Week 3	To understand that choices and sacrifices may need to be made. (Valuesmoneyandme.co.uk - I want it!)	I know that adults need to stick to a budget. I know what a budget is. I know that I need to make choices about things.	I can explain my choices. I can link my choices to feelings. I can organise spending choices.



Cycle A- Year 3/4

Year Group	Topic	Week	Learning Objective	Knowledge	Skills
Year 3/4	Tremors	Autumn 1 Week 1	Relationships and responsibility. To take responsibility for their own behaviour.	I can take part in writing the class charter.	I have a sense of belonging to the class group. I can contribute to the life of the class.
	Tremors	Autumn 1 Week 2	To recognise and respect that we are all different and have individual wants, needs and goals.	I can recognise important qualities in other people.	I can feel confident about my abilities. I can feel positive about myself. I can explore through discussion.
	Tremors	Autumn 1 Week 3	To recognise the qualities that make us all special.	I can appreciate we are all different and unique. I can discuss similarities and differences. I can talk about what makes a person special.	I can recognise and respect that we are all different and have individual qualities. I can feel positive about myself. I can recognise what I am good at.



					I understand that achievements can take hard work and perseverance.
Year 3/4	Potions	Autumn 2 Week 1	Bullying To define bullying and conflict and understand the different types of bullying.	I know the difference between conflict and bullying. I understand there are different levels of bullying.	I can identify the different types of bullying. I can put myself in the shoes of the victim to understand how bullying can make them feel. I can give an example of conflict. I can give an example of bullying. I explain the definition of bullying.
	Potions	Autumn 2 Week 2	To explore the role of victims, bullies and bystanders.	I know what a victim, bully and bystander are. I know what a bystander is and how they can support a victim of bullying. I know bullying is unacceptable.	I can recognise the different roles that are involved within bullying. I can give advice to someone in the different roles (victim, bully, bystander).
	Potions	Autumn 2 Week 3	To understand all types of bullying results in consequences for the victim.	I know the different types of bullying that exist. I can identify the consequences and effects of bullying.	I can explain the different emotions a victim of bullying may experience.



	Potions	Autumn 2 Week 4	To identify strategies to help people overcome bullying.	I know different strategies to overcome bullying.	I can identify different types of bullying. I can suggest strategies to help people who are bullied. I can advise strategies for a bystander to offer support.
Year 3/4	Gods and Mortals	Spring 1 Week 1	Rights and responsibilities To understand what rights and responsibilities are.	To know the difference between a right and a want. To know where rights and responsibilities are enforced. To know that rights and responsibilities may differ in different environments.	I can explain what rights are. I can explain what responsibilities are. I can find out the meanings of subject related words to be able to use them in the correct context.
	Gods and Mortals	Spring 1 Week 2	To explore children's rights and responsibilities.	To know there are 42 articles for children's rights and what the rights are. To know which responsibilities, go with each right.	I can explain what the United Nations role is. I can list some of the rights children are entitled to. I can explain why taking responsibility for your rights is important.



					<p>I can explain what could happen if people don't accept their responsibilities.</p> <p>I understand that not all children have access to these rights and why.</p>
			<p>Holocaust Memorial Day (27.01)</p> <p>To know what the Holocaust is and how words can be used for good and evil.</p>	<p>I know what happened during the holocaust.</p> <p>I know that words can be used for good.</p>	<p>I can explain what prejudice means.</p> <p>I can talk about the ways in which Jews were treated during the Holocaust.</p>
	<p>Gods and Mortals</p>	<p>Spring 1</p> <p>Week 3</p>	<p>To understand the importance of taking responsibility for your rights and the impact if you do not.</p>	<p>To know the difference between a right, want and a need.</p> <p>I can name different environments in which my rights and responsibilities are enforced.</p> <p>To know that rules are used to ensure our rights and responsibilities are applied.</p>	<p>I can explain the difference between a right, want and a need.</p> <p>I can explain the difference between the three.</p> <p>I can compare which rights and responsibilities apply in different environments.</p> <p>I can explain the importance of rules.</p> <p>I can compare how rules apply differently in different environments.</p>



Year 3/4	Gods and Mortals	Spring 2 Week 1	Financial awareness. To understand what money is and what it is used for. To understand where money comes from, and that money has to be earned.	I understand that money has to be earned. I understand that there are other methods used to exchange goods. I know that families can work together to contribute to the household chores and finances. I know that chores can be done out of kindness as well as for payments.	I can explain what money is and what money is used for. I can give an opinion as to which method of exchange gives a fairer deal.
	Gods and Mortals	Spring 2 Week 2	To understand how limited finances on a household can affect a family's needs and wants. To explore how to spend money within a budget.	I understand that families may have limited finances. I understand that limited finances means that priorities have to ensure needs are met before wants. I know the difference between a need and want.	I can consider needs and wants involved in shopping choices, such as healthy choices, treats and necessities.
	Gods and Mortals	Spring 2 Week 3	To explore the law in relation to money (or property) found. To know what it is morally acceptable / unacceptable involving the finding of money	I know the terms of the law when finding money. To question personal morality depending on the value of money.	I can talk about law in relation to money (or property) found. To consider dilemmas where moral decisions are needed to be made.



			(property) not belonging to ones-self		To understand the term stealing in different contexts.
Year 3/4	Tribal Tales	Summer 1 Week 1	<p>Risky Situations and safety.</p> <p>To recognise risks and hazards at school, home and outside and evaluate the different levels of risk</p>	<p>To know the rules of the Green Cross code and apply them to real life situations.</p> <p>To understand and identify the dangers identified with outdoor water.</p> <p>I can explain how to cross a road safely.</p>	<p>I can explain what a hazard is.</p> <p>I can identify hazards in different environments.</p> <p>I can make suggestions on how to keep safe.</p> <p>I can identify the dangers of crossing roads.</p>
	Tribal Tales	Summer 1 Week 2	<p>To know what strangers are and how to identify the different types of strangers.</p> <p>To understand what the term Grooming means when related to Stranger Danger.</p>	<p>I can explain what a stranger is.</p> <p>I know never to go anywhere with any type of stranger.</p> <p>I understand grooming can be done by anyone, people of different ages, genders and cultures.</p> <p>I know to speak to someone from my Safety Network Hand if I feel someone maybe using any of the behaviours towards me or my friends.</p>	<p>I can give examples of safe strangers.</p> <p>I can think of rules which will help me identify safe strangers.</p> <p>I can identify the different behaviours which are used when a child is being groomed.</p>



	Tribal Tales	Summer 1 Week 3	To understand that difference makes us unique and to learn what we mean by difference.	I know what the term 'difference' means I understand that difference is part of living in a diverse world.	I can identify what is unique about myself as an individual. I appreciate that difference is a positive thing.
Year 3/4	Burps, Bottoms and Bile	Summer 2 Week 1	To understand the factors that contribute to a healthy life style and a sense of health and well-being.	I can name some ways in which we can be healthy. To understand that we have rights to be healthy and which articles from the UN Rights of the Child support this.	I can label a healthy person with the factors that contribute to good health and a sense of wellbeing.
	Burps, Bottoms and Bile	Summer 2 Week 2	Drug education To Learn the difference between safe and dangerous drugs.	To learn that some drugs, e.g. medicines, can have a good effect when carefully taken in the correct dose. To learn that all drugs, including medicines, can have a poisonous effect on the body.	I can talk about why people choose to use or not use drugs (including nicotine, alcohol and medicines).



	<p>Burps, Bottoms and Bile</p>	<p>Summer 2 Week 3</p>	<p>To understand the dangers of addictive substances.</p>	<p>To understand that just because something is legal, it doesn't mean it is safe. I know what the word 'habit' means To understand the dangers of addictive substances (smoking/alcohol) To know that there are illegal drugs and associated risks.</p>	<p>I can talk about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health. I can recognise that drug use can become a habit which can be difficult to break.</p>
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Cycle B- Year 3/4

Year Group	Topic	Week	Learning Objective	Knowledge	Skills
Year 3/4	Scrumdid dlyumptio us	Autumn 1 Week 1	<p>Healthy Lifestyles.</p> <p>To understand the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle.</p>	<p>To understand that children can make choices which contribute to a healthy lifestyle.</p> <p>I know that our physical and mental lifestyles can be healthy or unhealthy.</p> <p>I know that sometimes it is acceptable to make unhealthy choices.</p>	<p>I can say some choices I make which are healthy.</p> <p>I can suggest some ways in which we can improve our physical and mental wellbeing.</p> <p>I can make choices which are healthy or unhealthy.</p>
		Autumn 1 Week 2	<p>To understand that a healthy diet, daily activity and sleep are needed to have a healthy lifestyle.</p>	<p>To understand that one of the benefits of physical activity is that it helps us to feel good about ourselves.</p>	<p>I can suggest ways in which stamina, strength and flexibility can be improved through daily physical activity.</p>



				I know that I need to eat healthily, be active and sleep well to have a healthy lifestyle.	I can design a daily routine that supports a healthy lifestyle (physical and EHWB).
	Scrumdidlyumptious	Autumn 1 Week 3	To understand some of the reasons why people sometimes make unhealthy choices.	To be aware of the factors which influence their food choices. I understand some of the reasons why people sometimes make unhealthy choices. I know that one of the benefits of physical activity is that it helps us to feel good about ourselves.	(maths link) I can conduct a survey to investigate people's preferences for a healthy lifestyle. I can present my findings in a clear way.
Year 3/4	Traders and Raiders	Autumn 2 Week 1	British Values and traditions. Remembrance Day. To understand why we have Remembrance Day and some of the traditions of Remembrance Day.	To know why we have Remembrance Day. To know the importance of the poppy To know what happens on Remembrance Sunday.	To discuss own experiences and those of others about Remembrance Day.



	Traders and Raiders	Autumn 2 Week 2	Charity - Children in Need. To understand what being part of a community means and about the varied institutions that support communities locally and nationally.	I know what is meant by Children in Need. I know what the charity does and how they do it. I can explore the roles of different community charities and voluntary groups.	I can talk about how I could support local charities and voluntary groups. I can recognise that people in my community might have different needs to me and suggest ways to help them.
	Traders and Raiders	Autumn 2 Week 3	To understand what British values are.	I know what is meant by British values. I can identify some British values.	I can recognise my own personal values. I can recognise the values of others.
	Traders and Raiders	Autumn 2 Week 4	Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.	I can explain what being British means to me and to others.	I can think about what different people in Britain are like.
Year 3/4	I am Warrior	Spring 1 Week 1	Moods and Feelings. To explore different emotions and feelings.	To recognise when actions and feelings are positive. I understand the word positive and can say what it means.	To identify situations and people that make us happy and feel good about ourselves.



					I can identify events and times that make me feel positive.
	I am Warrior	Spring 1 Week 2	To identify and recognise when actions and feelings are negative.	I know that emotions can be negative. I understand that negative comments can be changed into positive ones.	To identify situations and people that make us happy and feel good about ourselves. I can change a negative statement into a positive one.
	I am Warrior	Spring 1 Week 3	To explore ways of coping with situations that anger them, in a calm and reasoned manner.	I know that positive and negative things can change my mood or feelings.	I can identify things and events that make me feel angry/sad/happy etc. I can use a range of strategies to help me cope with anger situations.
Year 3/4	I am Warrior	Spring 2 Week 1	Emotions and feelings. To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and	To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them. To know we can experience a range of feelings and how we can discuss and ask for help with big feelings.	I can describe a range of feelings and emotions. I can talk about a range of feelings people experience in different situations. I know who, how and when to ask for help with my feelings.



			intensity of their feelings to others.		I can explain how we experience and express different feelings.
	I am Warrior	Spring 2 Week 2	To recognise and respond appropriately to a wider range of feelings.	I know that I can experience different feelings. I understand that the feelings I am experiencing are normal. I know some simple strategies for making myself and others feel better.	I can use words and my body to describe and show lots of feelings. I am beginning to recognize how other people are feeling. I can ask for help with big feelings.
	I am Warrior	Spring 2 Week 3	To recognise the emotions of well-being and describe what that feels like and what and how it can be promoted.	I understand that I may experience conflicting emotions and when I might need to listen to, or overcome these.	I can explain how I experience and express feelings of happiness. I can explain what makes me happy and why. I can use some simple strategies for making myself and others feel better.
Year 3/4	Flow	Summer 1 Week 1	Stereotypes, Prejudice and diversity. To challenge gender stereotypes.	I understand what stereotype means. I understand what prejudice means. To understand that toys, clothes and jobs are not gender specific.	I can suggest ways to prevent prejudice and stereotyping. Acceptance of the importance of being one's self and celebrating one's own uniqueness.



	Flow	Summer 1 Week 2	To understand what prejudice and stereotyping might feel like.	I can explain what prejudice means. I can explain what stereotype means. I can explain what I feel on the inside and on the outside.	I can explain the feeling that labelling (stereotyping) can cause. I can associate feelings with the effects of prejudice and stereotyping I understand that to be happy I have to be myself.
	Flow	Summer 1 Week 3	To understand that people may feel different on the inside to how they look on the outside.	I know that everyone is unique. I understand that to be happy I have to be myself.	I can explain what being 'me' means. I can respect and celebrate people's diversity.
Year 3/4	Mighty Metals	Summer 2 Week 1	Ambition /Aiming High Achievements and goals To reflect on and celebrate achievements and set high aspirations and goals.	I know what an achievement and goal are. I can identify actions and behaviour that help achieve goals. I can identify my own personal goals for the future. I can discuss ways I can achieve my goal.	I can identify opportunities for achievement. I can discuss my own personal achievements and how they make me feel. I can identify steps I have taken to achieve some goals.
	Mighty Metals	Summer 2	Jobs and skills To understand that the jobs people do require certain skills.	I can identify the skills and attributes needed to do certain jobs.	I can talk about types of jobs I know. I can identify some skills that would be important for each job.



		Week 2	To understand that I can develop skills to make a contribution to society.		I can consider my own strengths and skills.
	Mighty Metals	Summer 2 Week 3	When I grow up. To face new challenges positively and make responsible choices and taking action.	I can discuss what job I might like to do when I grow up and what skills I will need to achieve this.	I understand how applying a growth mindset can help achieve goals. I can talk about my strengths and how I might use these in the future. I can set goals for myself to help me to succeed.



Cycle A- Year 5/6

Year Group	Topic	Week	Learning Objective	Knowledge	Skills
Year 5/6	Tomorrow's World	Autumn 1 Week 1	Contributions to society To talk about a range of jobs and explain how I will develop skills to work in the future.	To understand how the range of jobs in tomorrow's world might change. To understand the skills that are needed for different jobs.	To predict what job roles might be around in tomorrow's world.
		Autumn 1 Week 2	To explain how they can make a positive contribution to society, now and in the future.	To understand how inventions have developed over time. To understand how some inventions can help people/ the environment and can make a positive contribution to society.	To design a new piece of technology which will make a positive contribution to tomorrow's world.
		Autumn 1 Week 3	To give someone advice about online safety.	To understand the dangers online. To understand how to prevent these.	To give advice to someone about being safe online.



Year 5/6	Stargazers	Autumn 2 Week 1	To understand why rules are a necessary part of any society.	I understand why rules are an essential part of society. I can think about what might happen if there weren't any rules in society.	I can apply my knowledge to the wider world e.g- think about what rules might exist on a space craft.
	Stargazers	Autumn 2 Week 2	To understand that there are basic human rights shared by all peoples. To know that these universal rights are there to protect everyone and have primacy over national law and family and community practice.	I can explain what the Universal Declaration of Human Rights is and understand that children have their own rights. I can identify human rights which all children share. I understand that all people are entitled to human rights.	I can explore and examine the Universal Declaration of Human Rights and share things which interest me.
	Stargazers	Autumn 2 Week 3	I can identify why people's rights are sometimes not met in the UK and in places across the world.	Understand that human rights are universal and it is not acceptable to take actions which are against people's rights. I understand that no one can take away my rights.	I can identify how some people not having their rights met makes me feel I can identify things I can do to respect and protect the rights of others.



				I can research human rights issues and share my thoughts and findings.	I can explain the consequences of not respecting the rights of others. I can reflect on what I can do to be a rights-respecting citizen
	Stargazers	Autumn 2 Week 4	Do Human rights change? To identify how and why ideas about human rights have changed.	I know what human rights are. I know that human rights have not always been as they are today. I know that ideas about human rights and the respect people have for these has changed.	I can share my thoughts and opinions in a group. I can reflect on what changes I would like to see in the world and think about what I could do to help make this happen.
Year 5/6	A Child's War	Spring 1 Week 1	Health and well being 'The cognitive triangle' To deepen their understanding of good and not-so-good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. To consider what positively and negatively affects their	I know a range of thoughts, feelings and behaviours. I understand the impact negative thoughts can have on ourselves and others. I understand the link between thoughts, feelings and behaviours.	I can turn negative thoughts into positive thoughts.



			<p>physical, mental and emotional health.</p> <p>I understand the link between thoughts, feelings and behaviours.</p>		
A Child's War	Spring 1 Week 2	<p>'Choices and Consequences'</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p> <p>To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.</p>	<p>To learn that their actions affect themselves and others.</p> <p>I understand the importance of making good choices.</p> <p>I understand what it means to make an 'informed decision'.</p>	<p>I can identify when a choice or decision needs to be made.</p> <p>I can consider the consequences of different choices.</p>	
A Child's War	Spring 1 Week 3	<p>'Yes I can!'</p> <p>To face new challenges positively by collecting</p>	<p>I know that challenge is a positive thing.</p>	<p>I can apply a growth mindset in my everyday life.</p>	



			<p>information, looking for help, making responsible choices, and taking action.</p> <p>To consider what positively and negatively affects their physical, mental and emotional health.</p>	<p>I know a range of strategies to overcome difficulties.</p> <p>I understand the impact a positive attitude can have on my learning.</p>	
Year 5/6	A Child's War	Spring 2 Week 1	<p>Relationships.</p> <p>To recognise different types of relationships, including civil partnerships and marriage.</p>	<p>I understand that there are many different types of relationships and families.</p> <p>I can identify and discuss different types of families.</p> <p>I can understand and use terms such as gay, lesbian, single parent, fostered, adopted, married and civil partnership.</p>	<p>I can explain that civil partnerships and marriage is a public declaration of love between two people.</p> <p>I can discuss similarities and differences in relationships and families.</p>
	A Child's War	Spring 2 Week 2	<p>Relationships</p> <p>To be aware of different types of relationship, including those between acquaintances, friends, relatives and families.</p>	<p>I know some of the signs of an unhealthy or risky relationship.</p> <p>I know when might it be best to end a relationship and how can we do this.</p> <p>I can spot signs of an unhealthy relationship.</p>	<p>I can recognise healthy and unhealthy relationships.</p> <p>I can suggest different ways to end a relationship if necessary.</p>



			To recognise ways in which a relationship can be unhealthy and who to talk to if they need support.		
	A Child's War	Spring 2 Week 3	<p>Relationships</p> <p>To know that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves.</p> <p>To learn that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for themselves or others.</p>	<p>I understand the terms associated with love, relationships and sexual orientation.</p> <p>I know what a loving relationship is.</p> <p>I know the kinds of loving relationships there are.</p>	<p>I can describe what makes a loving relationship.</p> <p>I appreciate that people differ in terms of sexual orientation and who they love.</p>



Year 5/6	Hola Mexico	Summer 1 Week 1	Mental Health and Wellbeing To understand the terms mental health and emotional wellbeing.	I know what mental health is.	I can explore the website and become familiar with the videos. I can ask questions about my learning. I can evaluate my understanding of emotional wellbeing using the website tools.
	Hola Mexico	Summer 1 Week 2	To understand what stress is. I can identify how different people experience stress.	I know and can explain the effects stress can have on the body. I can identify positive and negative stressors. I understand the stress circle. I can list a range of strategies that help to relieve stress.	I can explain the effects stress can have on me. I can explain the changes I wish to make to reduce stress in my life. I can identify which ones work for me. I can create a poster to remind me what to do when I'm feeling stressed.
	Hola Mexico	Summer 1 Week 3	To practice replacing negative thoughts with positive thoughts as a strategy for stress management.	To know what positive and negative thoughts are. To know strategies to manage them To understand that feelings can be triggered by negative thoughts.	I can identify positive and negatives thoughts that I have. I can write down the evidence for that thought. I can discuss it with my partner. I can replace it with positive thoughts.



			To understand how feelings can be triggered by negative thoughts .		I understand how feelings can affect my behaviour. I can explain strategies to use to tackle this.
Year 5/6	Sow, grow and farm	Summer 2 Week 1	Fair trade. To understand what fair trade is and why it is important To learn to accept other people's point of view and debate effectively.	I know what fair trade is. I know how and where to find fair trade products I understand why fair trade is important.	I can take part in a debate about Fairtrade. I can consider the impact of fair trade on the producers of crops. I can develop my own opinion. I can support my opinion using facts. I can respect people's opinions which differ from mine.
	Sow, grow and farm	Summer 2 Week 2	Gang culture. To understand what is meant by the term gang and how gangs can affect the community.	I know what peer pressure is. I can understand the importance of resisting peer pressure.	I can make their own choices and decisions.
	Sow, grow and farm	Summer 2 Week 3	Health, hygiene and drug awareness.	I understand what personal hygiene is.	I can suggest solutions the key problems that poor personal hygiene can cause.



			To understand what personal hygiene is.	I can explain the key problems that could occur.	I can apply my knowledge to my own personal hygiene routine.
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Cycle B- Year 5/6

Year Group	Topic	Week	Learning Objective	Knowledge	Skills
Year 5/6	Off with her head	Autumn 1 Week 1	To understand why rules are made and enforced. To understand why rules are a necessary part of any society.	I understand why different rules are needed in different situations. I know what a role model is. I understand my responsibility to be a role model.	I can talk and write about my own opinion. I can explain my views about things that affect me.
	Off with her head	Autumn 1 Week 2	To understand the difference between wants and needs.	I understand what my needs are. I understand how wants and needs are different.	I can explain the role other people play in making us happy.
	Off with her head	Autumn 1 Week 3	To make choices and decisions about my own health. To understand the benefit of exercise and how it can	I know what is meant by a balanced diet. I understand the benefit of healthy eating.	I can design my own exercise programme. I can make decisions and choices about my own health.



			contribute to a healthy lifestyle.	I can understand the packaging label on foods. I can think carefully about variety in my diet.	
Year 5/6	Frozen Kingdom	Autumn 2 Week 1	To recognise the risks involved with fire. To understand the importance of safety on Bonfire night.	I know the risks that Bonfire night poses. I know how to keep myself safe on Bonfire night. I know some of the risks that fire poses both inside and outside the home.	To be able to take responsibility for their own safety on Bonfire night I can explain the dangers on bonfire night. I can explain the main causes of fires in the home. I can design my own escape plan.
	Frozen Kingdom	Autumn 2 Week 2	To understand what contributes to a healthy lifestyle.	I understand that bacteria and viruses can affect health. I understand the importance of resisting peer pressure. I know that following simple, safe routines can reduce their spread. I can begin to understand how to look after our bodies as we approach puberty.	I can give reasons for my choices and decisions about staying healthy.



	Frozen Kingdom	Autumn 2 Week 3	To understand the risks and effects on our bodies of taking drugs.	I know the effects that taking drugs has on the human body. I know what peer pressure is.	I can explain the effects of some drugs on the human body. I can explain peer pressure. I know strategies to tackle peer pressure.
	Frozen Kingdom	Autumn 2 Week 4	To recognise the risks in different situations and to decide how to behave responsibly.	To understand basic emergency aid procedures and know where and how to get help.	To take responsibility for their own safety.
Year 5/6	Revolution	Spring 1 Week 1	Emotional Wellbeing and self-worth. LO: To recognise their own worth as individuals by identifying positive qualities.	I understand what a positive quality is. I can describe myself using positive qualities. I know what self-confidence is. I know the effect of feeling valued on others.	To recognise their worth as individuals by recognising their talents. I can identify my own talents. I can identify positive things about other people.
	Revolution	Spring 1 Week 2	To understand that people have responsibility to care for the needs for others.	To know that there are different charities and organisations which help to care for the needs of people.	To explore how the media present information. I can give examples of people who care for us.



				<p>To understand the role we can play in helping these charities and organisations to do their work I understand that people have a responsibility to care for other. I am aware of different charities. I understand how we can help charities to do their work.</p>	
	Revolution	Spring 1 Week 3	<p>To begin to develop a set of family values. To understand how their behaviour can affect people around them and take increasing responsibility for their own actions.</p>	<p>I understand the importance of compromising. I can see things from different points of view (within my own family). To understand that the things which are most important to a family don't cost any money. I can give examples of family values. I understand how anger can affect those around us.</p>	<p>I can deal with feelings towards family in a positive way. I care about the feelings of others and I can begin to see things from their point of view. I can distinguish between acceptable and unacceptable behaviour.</p>
Year 5/6	Revolution	Spring 2 Week 1	<p>To recognise, identify and discuss a range of feelings and emotions.</p>	<p>I can identify feelings in a range of situations.</p>	<p>I can manage a range of feelings and emotions. I can describe feelings using colours.</p>



				<p>I can explain the intensity of different feelings.</p> <p>I know when, who and how to ask for help with strong feelings.</p>	
	Revolution	Spring 2 Week 2	<p>To know some positive coping strategies to help us manage our feelings.</p>	<p>I can identify feelings/emotions in a range of situations.</p> <p>I know how the body responds to certain situations and strong feelings that may arise.</p>	<p>I can use relaxation strategies to help me to feel calm when I am feeling stressed or anxious.</p> <p>I can use and apply helpful strategies for managing my feelings.</p>
	Revolution	Spring 2 Week 3	<p>To find new ways of dealing with negative situations.</p> <p>To find additional ways of coping with uncomfortable or challenging thoughts and feelings.</p>	<p>I know strategies for managing my feelings and how each could help a particular feeling.</p>	<p>I can find healthy responses to negative situations and provide positive alternatives To reflect on which strategies could help me.</p>
Year 5/6	Pharaohs	Summer 1 Week 1	<p>British Values/Rule of Law: to understand why and how rules and laws that protect</p>	<p>I know why and how laws are made and what might happen if laws are broken.</p> <p>I know what laws are.</p>	<p>I can talk about how laws help me.</p> <p>I can discuss images which show anti-social and aggressive behaviour and their consequences.</p>



			<p>themselves and others are made and enforced. To realise the consequences of anti-social, aggressive and harmful behaviours, such as bullying and discrimination of individuals and communities.</p>		<p>I can think about what society would be like if we didn't have laws.</p>
Pharaohs	Summer 1 Week 2	<p>Local government.</p> <p>To understand what democracy is and about the basic institutions that support it locally.</p>	<p>I know what local government is.</p> <p>I know how decisions are made by local governments (including school councils).</p> <p>I know the terms democracy and human rights and how they link to local government.</p>	<p>I can explain how local government works.</p> <p>I can think about how local government affects me and how I could become involved in it.</p>	
Pharaohs	Summer 1 Week 3	<p>UK government.</p> <p>To understand how laws are made in the UK.</p>	<p>I know that there is a process by which laws are made, involving discussion, debate and voting by MPs in parliament.</p> <p>I understand what democracy is</p>	<p>I can discuss the terms democracy and human rights in relation to national government.</p>	



				I know the basic institutions that support democracy locally and nationally.	
Year 5/6	Scream Machine	Summer 2 Week 1	To explore the feelings associated with puberty.	<p>I know some changes that happen as we grow up.</p> <p>I can identify the range of feelings associated with change, transition to secondary school and becoming more independent.</p>	I can describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities.
	Scream Machine	Summer 2 Week 2	Relationships and Sex Education To understand the changes that occur during puberty.	<p>I know what puberty is.</p> <p>I know that my body will change as I grow up.</p> <p>I can name some of the changes that will happen to the different parts of my body.</p>	I can describe the physical and emotional changes that occur during puberty and how to manage these.
	Scream Machine	Summer 2 Week 3	To understand how pregnancy occurs at an appropriate level Kentmere lesson.	I can explain what pregnancy means, how long it lasts, and where it occurs, i.e. that a baby is made when a sperm (male) meets an egg /ovum (female) and then the fertilised egg settles into the lining of the uterus (or womb) (female).	I can identify the links between love, committed relationships / marriage, and conception.