### Year 6 Curriculum Overview

Please note:
*For Literacy and Numeracy curriculum overviews please see separate documentation published on the school website.*
*Occasionally topics/objectives may be rearranged or adapted due to timetabling and the sharing/availability of resources.*

<table>
<thead>
<tr>
<th>Autumn Term 1</th>
<th>Autumn Term 2</th>
<th>Spring Term</th>
<th>Summer Term</th>
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<tbody>
<tr>
<td><strong>The Explorers</strong></td>
<td><strong>The Empire</strong></td>
<td><strong>The Investigators</strong></td>
<td><strong>Ancient Civilisations</strong></td>
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<tr>
<td>• To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</td>
<td>• To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</td>
<td>• To recognise that light appears to travel in straight lines.</td>
<td>• To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</td>
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<td></td>
<td>• To give reasons for classifying plants and animals based on specific characteristics.</td>
<td>• To use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</td>
<td>• To identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</td>
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<td>• To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</td>
<td>• To explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</td>
<td>• To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</td>
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During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments.

<table>
<thead>
<tr>
<th>Science</th>
<th>History</th>
<th>History</th>
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<tbody>
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<td></td>
<td>• To learn about a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</td>
<td>• To learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</td>
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<td></td>
<td>• To learn about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</td>
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<tr>
<td>Geography</td>
<td>Design and Technology</td>
<td>Art</td>
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<tr>
<td>• To describe physical geography, including: climate zones, biomes and vegetation belts, volcanoes and earthquakes.</td>
<td>• To apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</td>
<td>• To create sketch books to record their observations and use them to review and revisit ideas.</td>
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<tr>
<td>• To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</td>
<td>• To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</td>
<td>• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)</td>
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<tr>
<td>• To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</td>
<td>• To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</td>
<td>• To know about great artists, architects and designers in history.</td>
</tr>
<tr>
<td>• To use fieldwork to observe, measure, record and present the human and physical features using a range of methods, including sketch maps, plans and graphs, and digital technologies.</td>
<td>• To understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages).</td>
<td>• To engage in an increasing range of online communities safely, respectfully and responsibly both with friends and the wider online community. With adult support, they actively consider and use safety and security settings on a range of digital devices.</td>
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<tr>
<td>• To understand geographical similarities and differences through the study of human and physical geography of (a region of the United Kingdom, a region in a European country and) a region within North or South America.</td>
<td>• To understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors).</td>
<td>• To understand how key events and individuals in design and technology have helped shape the world.</td>
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<tr>
<td>• To apply their understanding of computing to program, monitor and control their products.</td>
<td>• To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</td>
<td>• To create sketch books to record their observations and use them to review and revisit ideas.</td>
</tr>
<tr>
<td>• To understand and apply the principles of a healthy and varied diet.</td>
<td>• To understand how events and individuals in design and technology have helped shape the world.</td>
<td>• To engage in an increasing range of online communities safely, respectfully and responsibly both with friends and the wider online community. With adult support, they actively consider and use safety and security settings on a range of digital devices.</td>
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</tbody>
</table>
• using the principles of logical reasoning
• challenging themselves by making simple programs increasingly complex and employ a variety of strategies to solve problems.

• Pupils are discerning in evaluating digital content. They use search technologies effectively to respond to enquiries and support their learning.
• Pupils continue to maintain, review and amend online identities, considering the potential impact of these on their digital footprint. They communicate in a wide variety of ways and pay careful attention to what details might be inadvertently revealed.
• When using online resources and search technologies, pupils are increasingly discerning about what information they gather, checking the validity of data and showing due respect to privacy and copyright.
World unite
- Exploring beat and syncopation through a song and body percussion
- Developing co-ordination and rhythm skills
- Performing a rhythmic sequence to a piece of music
- Developing the idea of pitch shape and relating it to movement
- Understanding pitch through movement and notation
- Creating rhythm patterns
- Arranging different musical sections to build a larger scale performance
- Exploring rhythm through dance
- Combining different rhythms
- Exploring ways of combining and structuring rhythms through dance

Journeys
- Singing in three-part harmony
- Exploring expressive singing in a part-song with echoes
- Developing song cycles for performance
- Staging a performance with awareness of audience
- Singing a pop song with backing harmony
- Learning about a song's structure
- Learning to sing major and minor note patterns accurately
- Learning a pop song with understanding of its structure
- Developing a song cycle performance incorporating mixed media
- Developing planning, directing and rehearsal skills

Growth
- Feeling and moving to a three-beat pulse and revising rhythmic ostinato
- Performing and improvising rhythmic and melodic ostinato
- Singing in harmony
- Learning about chords
- Performing music and dance
- Revising, rehearsing and developing music for performance
- Understanding the process of a musical performance

Roots
- Singing a traditional Ghanaian song
- Devising rhythmical actions to music
- Developing a performance of a musical improvising descriptive music
- Singing a traditional children's game song from Ghana
- Playing rhythm cycles
- Combining rhythm cycles in a percussion piece
- Singing call and response songs in two groups
- Devising rhythmic movement
- Developing a descriptive composition
- Planning and structuring pieces to make a finale
- Combining songs with rhythmic cycles
- Developing and rehearsing for a performance
- Performing to an audience

Class awards
- Learning music for a special occasion
- Composing programme music for a visual stimulus
- Singing a verse and chorus song
- Writing new verses for a rap
- Developing a song performance
- Performing together
- Developing an extended performance
- Developing a song arrangement
- Rehearsing for a performance
- Performing together with an awareness of audience

By the end of KS2:
- To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- To improvise and compose music for a range of purposes using the inter-related dimensions of music.
- To listen with attention to detail and recall sounds with increasing aural memory.
- To use and understand staff and other musical notations.
- To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- To develop an understanding of the history of music.

Languages
- Au parc d'attractions (At the theme park) QCA Unit 23
  - Entertainment
  - Money
  - Making statements about a visit to a theme park, referring to the past
  - Expressing an opinion about what a theme park ride was like
- Notre monde (Our world) QCA Unit 20
  - Continents and rivers of the world
  - Understanding and naming continents
  - Making statements (about rivers and their geographical features)
  - Making a weather forecast
- Quel temps fait-il? (What's the weather like?) QCA Unit 12
  - Food and drink
  - Understanding instructions
  - Giving instructions
  - Talking about what has been eaten and drunk
  - Expressing likes, dislikes and preferences (about food and drink)
- Bon appetit! (Enjoy your meal!) QCA Unit 13
  - Drinks, snacks and ice cream
  - Quantities (of food and drink)
- Mon premier café (Creating a café) QCA Unit 21
  - Transactional language for a café
- Je suis le musicien (I am the Music Man) QCA Unit 14
  - Names for musical instruments
  - Responding to a song in French
  - Expressing and qualifying opinions (about musical preferences)
  - Expressing future intentions (about playing a musical instrument)
- Scene de plage (Beach scene) QCA Unit 16
  - Responding to a painting
  - Writing and performing a poem
  - Using adjectives to add interest and detail to a description
  - Writing instructions
  - Sentences and more detailed descriptions

- Languages
By the end of KS2:

- To listen attentively to spoken language and show understanding by joining in and responding
- To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- To speak in sentences, using familiar vocabulary, phrases and basic language structures
- To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- To present ideas and information orally to a range of audiences*
- To read carefully and show understanding of words, phrases and simple writing
- To appreciate stories, songs, poems and rhymes in the language
- To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- To write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- To describe people, places, things and actions orally* and in writing
- To understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
<table>
<thead>
<tr>
<th>Games: Rugby</th>
<th>Games: Football</th>
<th>OAA</th>
<th>Games: Basketball</th>
<th>Athletics: Decathlon</th>
<th>Games: Kickball</th>
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<tbody>
<tr>
<td>• To develop ball handling skills.</td>
<td>• To develop control and accuracy, when passing and receiving.</td>
<td>• To solve a range of problems in an outdoor context or other situations.</td>
<td>• To perform a range of ball skills with control and consistency within small-sided competitive football and/or hockey games</td>
<td>• To be able to recall the rules of Kickball</td>
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<tr>
<td>• To be able to pass the ball in pairs and small groups.</td>
<td>• To anticipate when to intercept the ball.</td>
<td>• To develop co-operation and teamwork skills.</td>
<td>• To select and apply both skills and attacking/defending strategies within small-sided competitive games</td>
<td>• To be able to work cooperatively within a team</td>
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<tr>
<td>• To develop the action of tagging a player.</td>
<td>• Be able to dribble and turn with ball under control various different situations.</td>
<td>• To learn about different knots and how to tie them.</td>
<td>• To observe and evaluate team tactical play within small-sided competitive games and use the information to improve performance</td>
<td>• To be able to throw and catch accurately</td>
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<tr>
<td>• To be able to dodge and use space effectively.</td>
<td>• To dribble with the ball, increasingly faster.</td>
<td>• To develop a range of new ways to solve new problems.</td>
<td>• To apply dribbling skills to a game situation.</td>
<td>• To develop communication skills</td>
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<tr>
<td>• To use TAG belts correctly.</td>
<td>• To develop shooting technique, developing power then accuracy.</td>
<td>• Design and build varying sized shelters using set equipment.</td>
<td>• To communicate as part of a team</td>
<td>• To run with the ball, make effective backwards passes and keep possession of the ball.</td>
<td>• To be able to develop, improve and apply the skill of overarm bowling</td>
</tr>
<tr>
<td>• To run with the ball, make effective backwards passes and keep possession of the ball.</td>
<td>• To practice and refine the skills of passing, moving and shooting.</td>
<td>• Work successfully as a group, consider and evaluate each member’s contributions.</td>
<td>• To introduce tackling.</td>
<td>• To be able to score a try in end zone.</td>
<td>• To communicate as part of a team</td>
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<tr>
<td>• To make appropriate decisions - when to pass/-score/dodge.</td>
<td>• Develop team play of passing the ball and moving into space.</td>
<td>• Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether they are fit for purpose.</td>
<td>• To introduce tackling.</td>
<td>• To be able to score a try.</td>
<td>• To be able to develop, improve and apply the skill of overarm bowling</td>
</tr>
<tr>
<td>• To shout ‘TAG!’ when tag belt is pulled off.</td>
<td>• To introduce tackle.</td>
<td>• To learn to use a compass effectively.</td>
<td>• To refine and practise the skills learnt in increasingly challenging game situations.</td>
<td>• To apply attacking/defending tactics in a game situation.</td>
<td>• To develop, improve and apply the skill of the batting</td>
</tr>
<tr>
<td>• To run with the ball, make effective backwards passes and keep possession of the ball.</td>
<td>• To complete the core task/football competition.</td>
<td>• Develop the skills to walk on bearings and to become confident in using the compass.</td>
<td>• To complete a TAG rugby skills to a game situation.</td>
<td>• To further develop the skill of batting, and to be able to make quick decisions.</td>
<td>• To complete a TAG rugby competition.</td>
</tr>
<tr>
<td>• To be able to score a try.</td>
<td>• To apply dribbling and passing skills into small-sided competitive games.</td>
<td>• To learn to use a compass effectively.</td>
<td>• To participate in a multi-activity athletic event.</td>
<td>• To be able to score a try.</td>
<td>• To further develop the skill of batting, and to be able to make quick decisions.</td>
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<tr>
<td>• To apply attacking/defending tactics in a game situation.</td>
<td>• To observe and evaluate others’ work focusing on effective performance, including basic attacking play.</td>
<td>• Develop the skills to walk on bearings and to become confident in using the compass.</td>
<td>• To judge and measure others’ performance fairly and consistently.</td>
<td>• To develop TAG rugby skills to a game situation.</td>
<td>• To be able to develop, improve and apply the skill of the batting</td>
</tr>
<tr>
<td>• To apply TAG rugby skills to a game situation.</td>
<td>• To play effectively as part of a team.</td>
<td>• To become confident in using the compass and map together.</td>
<td>• To record own and partner’s performance accurately.</td>
<td>• To compete a TAG rugby competition.</td>
<td>• To complete a TAG rugby competition.</td>
</tr>
<tr>
<td>• To complete a TAG rugby competition.</td>
<td></td>
<td>• To be able to set, read symbols and follow a map and/or bearing.</td>
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<td></td>
<td>• To complete a TAG rugby competition.</td>
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<tr>
<td><strong>Gym: Body symmetry</strong></td>
<td><strong>Dance: Football dance</strong></td>
<td><strong>Gym: Group work</strong></td>
<td><strong>Dance: Why bully me?</strong></td>
<td><strong>Games: Tennis</strong></td>
<td><strong>Games: Cricket</strong></td>
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<tr>
<td>To link 3 symmetrical body actions into a short movement phrase and explore ways of involving a bench in the performance of those actions.</td>
<td>To develop and perform the actions of gesture and travel, including stepping patterns which express different characters.</td>
<td>To safely explore obstacle and negotiation ideas with a partner and link 2 ideas smoothly into a pair conditioning phrase.</td>
<td>To copy and repeat a taught motif.</td>
<td>To practise and perform forehand and backhand strokes, with control and consistency.</td>
<td>To practise and refine bowling and batting skills.</td>
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<tr>
<td>To link 3 asymmetrical body actions into a short movement phrase and explore ways of involving a bench in the performance of those actions.</td>
<td>To create and perform movement phrases using the compositional ideas of action/reaction, mirroring and basic contact.</td>
<td>To safely adapt pair obstacle and negotiation ideas to involve low/small apparatus in various ways.</td>
<td>To explore the feelings/emotions of a person who is being bullied and create a movement phrase.</td>
<td>To develop an understanding of different playing positions.</td>
<td>To develop and implement individual tactics utilizing their skills and knowledge of the principles of the game.</td>
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<tr>
<td>To improve the quality of a movement phrase and explore ways of involving small/low apparatus in the performance of symmetrical and asymmetrical body actions.</td>
<td>To observe and evaluate the communication of the different dance phrases.</td>
<td>To link safe pair and/or group positions of stillness and obstacle and negotiation ideas into a group movement phrase developed to show canon.</td>
<td>To explore different forms of bullying and develop ideas into freeze frame images.</td>
<td>To work co-operatively planning tactics and supporting each other in the field.</td>
<td>To observe and evaluate team/tactical play and use the information to improve performance.</td>
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<tr>
<td>To link 3 actions into a pair sequence showing moments of both symmetry and asymmetry and perform those actions with a partner involving a variety of apparatus.</td>
<td>To observe and evaluate the communication of the different dance characters and use the information to improve performance.</td>
<td>To apply group compositional devices and adapt pair and group positions of stillness and obstacle and negotiation ideas in a group movement phrase developed to show canon.</td>
<td>To explore and combine different dance actions together.</td>
<td>To use action/reaction in 2 contrasting movement phrases.</td>
<td>To observe and evaluate team/tactical play and use the information to improve performance.</td>
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<tr>
<td>To create a floor and apparatus sequence of 8+ actions incorporating a variety of symmetrical and asymmetrical body shapes and actions.</td>
<td></td>
<td>To apply group compositional devices and adapt pair and group positions of stillness and obstacle and negotiation ideas in a group movement phrase developed to show canon.</td>
<td>To apply changes of direction, level and speed to transitions.</td>
<td>To develop the dance motif through canon, unison and other choreographic devices.</td>
<td>To observe and evaluate team/tactical play and use the information to improve performance.</td>
</tr>
<tr>
<td>To remember, improve and perform a floor and apparatus sequence of 8+ actions incorporating a variety of symmetrical and asymmetrical body shapes and actions.</td>
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<td>To create and compositionally develop a group floor and apparatus sequence involving pair and group positions of stillness and obstacle and negotiation ideas.</td>
<td>To use action/reaction in 2 contrasting movement phrases.</td>
<td>To link and perform all sections of the dance into a final composition using the dance framework.</td>
<td>To observe and give feedback using dance terminology.</td>
</tr>
<tr>
<td></td>
<td>To remember, improve and perform a floor and apparatus sequence of 8+ actions incorporating a variety of symmetrical and asymmetrical body shapes and actions.</td>
<td>To remember, improve and perform a compositionally developed group floor and apparatus sequence involving pair and group positions of stillness and obstacle and negotiation ideas.</td>
<td>To observe and give feedback using dance terminology.</td>
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</table>

**By the end of KS2:**

- To use running, jumping, throwing and catching in isolation and in combination.
- To play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending
- To develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics)
- To perform dances using a range of movement patterns.
- To take part in outdoor and adventurous activity challenges both individually and within a team.
- To compare their performances with previous ones and demonstrate improvement to achieve their personal best.
### Religious Education

<table>
<thead>
<tr>
<th>Buddhism</th>
<th>Jesus: His Life and Teachings</th>
<th>Christians in other parts of the world</th>
<th>Humanism</th>
<th>Beliefs and actions in the world</th>
<th>Philosophy</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To be aware that there are people in Britain practising Buddhism.</td>
<td>• To explore the life and teaching of Jesus in his historical context using the Bible and other appropriate resources.</td>
<td>• To understand the social and cultural context in which Christians live in the Diocese of Vellore.</td>
<td>• To understand that Humanists make sense of the world using reason, experience and shared values.</td>
<td>• To understand the death rites of Christians, Hindus, Buddhists, Muslims and Jews.</td>
<td>• To understand the death rites of Christians, Hindus, Buddhists, Muslims and Jews.</td>
</tr>
<tr>
<td>• To know about the key events in the life of the Buddha and become familiar with some stories which illustrate why he chose renunciation and decided to follow 'the middle way'.</td>
<td>• To recognise the influence of Jesus' upbringing and background on him and how others perceived Jesus.</td>
<td>• To begin to understand the challenges of daily life for Christians elsewhere in the world and empathise with them.</td>
<td>• Pupils will understand that their own thinking on the big questions of life might at times identify scientific rather than religious conclusions.</td>
<td>• To explore beliefs about life after death from a Hindu viewpoint.</td>
<td>• To explore beliefs about life after death from a Buddhist viewpoint.</td>
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<tr>
<td>• To understand that Buddhists venerate the Buddha for his unique qualities as a historical, enlightened person, but not as a god or idol.</td>
<td>• To recop on the Bible being a collection of books which contain many different kinds of literature and is a translated text divided into two Testaments. Understand that the Bible is an important book for Christians.</td>
<td>• To explore the idea of being in a minority in your own homeland.</td>
<td>• To understand how beliefs influence our choices and decisions.</td>
<td>• To explore beliefs about life after death from a Muslim viewpoint.</td>
<td>• To explore beliefs about life after death from a Jewish viewpoint.</td>
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<tr>
<td>• To be aware of meditation as one aspect of Buddhist practice.</td>
<td>• To examine and reflect the relevance of some of Jesus' teachings in the light of modern times.</td>
<td>• To explore the idea of being in a minority in your own homeland.</td>
<td>• To understand how key beliefs and teachings impact on actions and to begin to identify what is of importance to themselves.</td>
<td>• To assess the different beliefs surrounding death and the afterlife and consider what their own belief may be.</td>
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</tr>
<tr>
<td>• To be aware of some principles Buddhists may use as guides to life e.g. The Three Refugees, the Noble Eightfold Path.</td>
<td>• To explore their own experience of concepts and values such as love, justice, peace, forgiveness and self-sacrifice, and begin to discover how these are central Christian ideas.</td>
<td>• To explore the idea of being in a minority in your own homeland.</td>
<td>• To explore the direct link between a belief or conviction and an action and the outcome of belief.</td>
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<tr>
<td>• To know that aspects of Buddhist practice take place in the home and that Buddhists may also visit their local temple, monastery or retreat centre.</td>
<td>• To reflect upon how Christians identify themselves with Jesus and the Church community, particularly through rites of passage and worship.</td>
<td>• To identify core Christian beliefs and practices which you would expect to find wherever you are in the world.</td>
<td>• Pupils will understand that it is possible to lead a moral life without holding any religious beliefs.</td>
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<tr>
<td>• To understand that Buddhists are helped in their training by reading and hearing the Dharma (the expression of truth in the teachings of the Buddha and other enlightened men and women).</td>
<td>• To be able to use a Biblical image (“Good Shepherd”) to explain and explore leadership in the Church.</td>
<td>• To understand how Christians identify themselves with Jesus and the Church community, particularly through rites of passage and worship.</td>
<td>• Pupils will understand that there will always be differing viewpoints, and that they don't always have to agree with the view of the majority.</td>
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<tr>
<td>• To be aware of some Buddhist writings e.g. the Sermon on the Plain and the Jataka tales.</td>
<td>• To understand what motivates Christians to share their faith with others, or to serve others in practical ways.</td>
<td>• To reflect on their own reaction to people wanting to share their beliefs with them.</td>
<td>• Pupils will learn that there are versions of the golden rule from many different times and cultures.</td>
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<tr>
<td>• To know that Buddhists celebrate key aspects of the Buddha's life and teaching in festivals, e.g. Vesak</td>
<td>• To think about how ideas about death affect the way people live their lives.</td>
<td>• To understand how Christian faith motivates Christians' actions and lifestyle choices.</td>
<td>• Pupils are able to make statements about rules of behaviour that they value and try to follow.</td>
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<tr>
<td>(Buddha Day, Kithina and other Days of Observance.)</td>
<td>• To reflect on their own experience of giving and understand that giving is significant in the lives of Buddhists, whether through making offerings, giving to charity or helping others.</td>
<td>• To recognise that the Indian Church believes it has a special ministry to the poor.</td>
<td>• Pupils will learn that there have been people throughout the ages who have not believed in a god yet have nonetheless made important contributions to humankind.</td>
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<td>• To know that Buddhists try to follow the example of the Buddha's life, in particular by developing awareness and compassion, and put his teachings into practice to help themselves and others.</td>
<td>• To develop empathy skills.</td>
<td>• To use the knowledge acquired about the Diocese of Vellore to help interpret the key symbols of the Diocesan badge.</td>
<td>• Pupils will learn that by placing high value on open-mindedness and a willingness to explore different ideas a Humanist viewpoint will encourage dialogue in a multicultural society.</td>
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<td>• To be aware that an important aspect of following the Buddhist path is 'seeking refuge' in the Sangha, the community of those who follow the Buddha's teachings, amongst whom the ordained are particularly respected.</td>
<td>• To explore their own experience of giving and understand that giving is significant in the lives of Buddhists, whether through making offerings, giving to charity or helping others.</td>
<td>• To draw together our learning on the Diocese of Vellore.</td>
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Family and Friends
To identify who is in their network of people who are special to them and recognise how their relationships have changed and developed. To develop ways of beginning new friendships and maintaining existing ones during times of change. To recognise and value differences between individuals, and how difference can be a positive aspect of their friendships. To recognise the diversity of family patterns, and how these can continue to change. To recognise some of the pressures on relationships and to develop strategies to manage them. To identify some of the influences and pressures involved in group relationships, and to develop strategies to manage these. To know how to access support from people in their network and from other people and places. To identify ways in which they already do or could support others. To understand what they have learned in this unit and be able to share it with others.

Anti-Bullying
To be able to define bullying including the key characteristics and forms of bullying. To understand and be able to compare and contrast different forms of bullying i.e. physical, verbal, indirect, cyberbullying. To recognise similarities and differences in bullying behaviours and understand the degree of risk. To be able to talk about situations where they have responsibility for their own safety and associated emotions. To understand sources of pressure to behave in a risky way. To understand and practise a range of strategies to reduce risk. To know some of the main causes of accidents for children and young people and understand ways of reducing or preventing accidents. To state ways of getting help when getting attention is difficult. To know and understand where individuals, families and groups can find help. To understand how to be supportive to others who need help in a risky situation. To understand and practise basic procedures for first aid and making an emergency call. To understand what they have learned and be able to share it with others.

Managing Risk
To describe positive and negative aspects of risk taking. To understand the consequences of taking physical, social and emotional risks. To understand degrees of risk. To be able to talk about situations where they have responsibility for their own safety and associated emotions. To understand sources of pressure to behave in a risky way. To understand and practise a range of strategies to reduce risk. To know some of the main causes of accidents for children and young people and understand ways of reducing or preventing accidents. To state ways of getting help when getting attention is difficult. To know and understand where individuals, families and groups can find help. To understand how to be supportive to others who need help in a risky situation. To understand and practise basic procedures for first aid and making an emergency call. To understand what they have learned and be able to share it with others.

Safety Contexts
To be able to talk about situations where staying safe is important. To identify safety issues when cycling and develop understanding of how to stay safe on the roads. To identify ways to stay safe in the sun and have strategies to keep themselves safe. To identify a wider range of situations where they might encounter risk e.g. near the railway and at home and have realistic strategies to stay safe. To understand the rules for keeping people safe at school. To understand action to prevent a wider range of accidents. To understand what they have learned and be able to share it with others.

Drug Education
To know about different categories of drugs including medicines (both prescribed and over-the-counter), legal recreational and illegal. To understand the role of medicines in promoting, improving and sustaining health. To develop their knowledge, understanding and attitudes relating to alcohol, its effects and associated risks and consequences. To develop their knowledge, understanding and attitudes relating to cigarette, their effects and associated risks and consequences. To begin to learn about the law relating to the use and misuse of legal and illegal drugs. To develop attitudes and beliefs about the use of legal and illegal drugs, who uses them and why and possible alternatives. To recognise a range of different risky situations related to drugs, explore personal reactions to risk and being assertive in decision making around these drug related situations. To recognise peer influence and its effect on decision making and behaviour. To develop attitudes towards media and advertising of alcohol, nicotine and other legal drugs. To begin to distinguish between fact and opinion in relation to drugs and to know where to check information and advice. To understand what they have learned and be able to share it with others.

Manage Change
To be able to identify a range of situations which involve loss and change. To recognise emotions associated with loss and change, and understand how these themselves can change. To be able to identify what might help when experiencing difficult emotions, how to get support and how they could support others. To recognise that a range of changes take place throughout everyone's lifetime and that people manage change in different ways. To reflect on their own experiences of change and how they have affected them. To develop strategies for coping with future changes that they may experience. To understand what they have learned and be able to share it with others.

Sex and relationship education
To know about the facts of the human lifecycle, including sexual intercourse. To be able to recognize their changing emotions with friends and family and be able to express their feelings and concerns positively. To consider how they have some responsibility for the feelings and well-being of others. To consider the need for trust and love in marriage and established relationships. To have a basic awareness of responsible parenting choices. To understand and respect a wide range of family arrangements e.g. second marriages, fostering, same sex partners and extended families. To understand what they have learned and be able to share it with others.