

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.

	<u>Autumn Term 1</u> <u>The Explorers</u>	<u>Autumn Term 2</u> <u>Empire</u>	<u>Spring Term</u> <u>The Investigators</u>	<u>Summer Term</u> <u>Ancient Civilisations</u>	
Science	<ul style="list-style-type: none"> To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	<ul style="list-style-type: none"> 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. To give reasons for classifying plants and animals based on specific characteristics. 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. 	<ul style="list-style-type: none"> To recognise that light appears to travel in straight lines. 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. 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. To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. To compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. To use recognised symbols when representing a simple circuit in a diagram. 	<ul style="list-style-type: none"> To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. To identify the effects of air resistance, water resistance and friction, that act between moving surfaces. To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 	
<p><u>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:</u></p> <ul style="list-style-type: none"> 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. 					
History		<ul style="list-style-type: none"> To learn about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. 		<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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

Geography	<ul style="list-style-type: none"> To describe physical geography, including: climate zones, biomes and vegetation belts, volcanoes and earthquakes. 				<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 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. 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. 				
Design and Technology	<ul style="list-style-type: none"> To apply their understanding of how to strengthen, stiffen and reinforce more complex structures. 		<ul style="list-style-type: none"> 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. To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. To understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] To understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] To investigate and analyse a range of existing products. To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. To understand how key events and individuals in design and technology have helped shape the world. 		<ul style="list-style-type: none"> To apply their understanding of computing to program, monitor and control their products. To understand and apply the principles of a healthy and varied diet. To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
Art	<ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas. 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] To know about great artists, architects and designers in history. 				
Computing	<ul style="list-style-type: none"> Pupils begin to understand how data travels across networks in packets and how these can be broken up and reconstructed. They appreciate how search results are ranked, including an understanding of the role of 'relevance' and 'importance' in finding and presenting results. Pupils deconstruct, improve and create programs including: using selection and working with variables. 	<ul style="list-style-type: none"> They 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. 	<ul style="list-style-type: none"> Pupils can explain why they have structured algorithms as they have and describe the effect this has on a program. They identify, collect and analyse different types of data (e.g. Numerical, words, images, video etc.) which they manipulate and re-present as information for a variety of audiences and purposes. 	<p style="text-align: center;">Film making Project</p> <ul style="list-style-type: none"> Pupils are confident, capable and creative users of technology, selecting and making effective use of digital resources and devices for purpose and effect. They create programs, systems and digital content, thinking carefully about aesthetics, functionality and impact on the user. Pupils can recognise a range of potential online risks, including inappropriate contact or content and can identify ways of seeking support and reporting concerns. 	

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| <ul style="list-style-type: none">• 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. | | | |
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Music	World Unite	Journeys	Growth	Roots	Class Awards	Moving On
	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	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	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	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	Learning music for a special occasion Composing programme music from 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	Singing a song with expression and sustained notes Singing in two-part harmony Performing complex song rhythms confidently Identifying the structure of a piece of music Learning to play a melody with chordal accompaniment Experiencing the effect of harmony changing Singing in two- or three- part harmony Playing instrumental parts to accompany a song Performing a song with a complex structure Listening to and understanding modulation in a musical bridge Preparing for a performance
	<p>By the end of KS2:</p> <ul style="list-style-type: none"> 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	<p>Au parc d'attractions (At the theme park) QCA Unit 23</p> <ul style="list-style-type: none"> 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 <p>Using adjectives to add interest and detail to a description</p>	<p>Notre monde (Our world) QCA Unit 20</p> <ul style="list-style-type: none"> Continents and rivers of the world Understanding and naming continents Making statements (about rivers and their geographical features) Making a weather forecast <p>Quel temps fait-il? (What's the weather like?) QCA Unit 12</p> <ul style="list-style-type: none"> Weather Clothing Describe the weather <p>Revision of numbers up to 40</p>	<p>Bon appetite! (Enjoy your meal!) QCA Unit 13</p> <ul style="list-style-type: none"> Food and drink Understanding instructions Giving instructions Talking about what has been eaten and drunk Expressing likes, dislikes and preferences (about food and drink) Following and writing instructions (as in a recipe) 	<p>Monter au café (Creating a café) QCA Unit 21</p> <ul style="list-style-type: none"> Drinks, snacks and ice cream Quantities (of food and drink) Transactional language for a café <p>Seeking clarification of meaning</p>	<p>Je suis le musicien (I am the Music Man) QCA Unit 14</p> <ul style="list-style-type: none"> 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) 	<p>Scene de plage (Beach scene) QCA Unit 16</p> <ul style="list-style-type: none"> 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

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.

Physical Education

Games: Rugby

- To develop ball handling skills.
- To be able to pass the ball in pairs and small groups.
- To develop the action of tagging a player.
- To be able to dodge and use space effectively.
- To use TAG belts correctly.
- To run with the ball, make effective passes and keep possession of the ball.
- To make appropriate decisions – when to pass/score/dodge.
- To shout 'TAG!' when tag belt is pulled off.
- To run with the ball, make effective backwards passes and keep possession of the ball.
- To run with the ball, make effective backwards passes and keep possession of the ball.
- To be able to score a try in end zone.
- To apply attacking/defending tactics in a game situation.
- To run with the ball, make effective backwards passes and keep possession of the ball.
- To be able to score a try.
- To apply attacking/defending tactics in a game situation.
- To apply TAG rugby skills to a game situation.
- To complete a TAG rugby competition.

Games: Football

- To develop control and accuracy, when passing and receiving.
- To anticipate when to intercept the ball.
- Be able to dribble and turn with ball under control various different situations.
- To dribble with the ball, increasingly faster.
- To develop shooting technique, developing power then accuracy.
- To practice and refine the skills of passing, moving and shooting.
- Develop team play of passing the ball and moving into space.
- To introduce tackling.
- To refine and practise the skills learnt in increasingly challenging game situations.
- To complete the core task/football competition.
- To apply dribbling and passing skills into small-sided competitive games.
- To observe and evaluate others' work focusing on effective performance, including basic attacking play.
- To play effectively as part of a team.

OAA

- To solve a range of problems in an outdoor context or other situations.
- To develop co-operation and teamwork skills.
- To learn about different knots and how to tie them.
- To develop a range of new ways to solve new problems.
- Design and build varying sized shelters using set equipment.
- Work successfully as a group, consider and evaluate each member's contributions.
- Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether they are fit for purpose.
- To learn to use a compass effectively.
- Develop the skills to walk on bearings and to become confident in using the compass.
- Be able to set, read and follow a bearing.
- Developing 'cunning running' skills to be used in the sport of orienteering.
- To become confident in using the compass and map together.
- Be able to set, read symbols and follow a map and/or bearing.
- To design and set up their own part of an orienteering event, marking up a map, using a real punch and flag.
- To compete in an orienteering event.

Games: Basketball

- To perform a range of ball skills with control and consistency within small-sided competitive football and/or hockey games
- To select and apply, both skills and attacking/defending strategies within small-sided competitive games
- To observe and evaluate team tactical play within small-sided competitive games and use the information to improve performance

Athletics: Decathlon

- To understand and experience interval_training to improve fitness for athletic_competition.
- To work effectively with a training partner to complete the demands of the training session.
- To understand and experience circuit training to improve fitness for athletic competition.
- To understand and experience long slow distance training to improve fitness for athletic competition.
- To practise running, jumping and throwing techniques for athletic competition.
- To rehearse officiating and accurate measurement for athletic competition.
- To participate in a multi-activity athletic event.
- To judge and measure others' performance fairly and consistently.
- To record own and partner's performance accurately.

Games: Kickball

- To be able to recall the rules of Kickball
- To be able to work cooperatively within a team
- To be able to throw and catch accurately
- To develop communication skills
- To be able to kick the ball effectively
- Be able to pitch the ball effectively
- To communicate as part of a team
- *To be able to develop, improve and apply the skill of overarm bowling.*
- *To develop, improve and apply the skill of the batting*
- *To further develop the skill of batting, and to be able to make quick decisions.*

<p><u>Gym: Body symmetry</u></p> <ul style="list-style-type: none"> • To link 3 symmetrical body actions into a short movement phrase and explore ways of involving a bench in the performance of those actions. • To link 3 asymmetrical body actions into a short movement phrase and explore ways of involving a bench in the performance of those actions. • 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. • 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. • To create a floor and apparatus sequence of 8+ actions incorporating a variety of symmetrical and asymmetrical body shapes and actions. • To remember, improve and perform a floor and apparatus sequence of 8+ actions incorporating a variety of symmetrical and asymmetrical body shapes and actions. 	<p><u>Dance: Football dance</u></p> <ul style="list-style-type: none"> • To develop and perform the actions of gesture and travel, including stepping patterns which express different characters. • To create and perform movement phrases using the compositional ideas of action/reaction, mirroring and basic contact. • To observe and evaluate the communication of the different dance phrases. • To observe and evaluate the communication of the different dance characters and use the information to improve performance. 	<p><u>Gym: Group work</u></p> <ul style="list-style-type: none"> • To safely explore obstacle and negotiation ideas with a partner and link 2 ideas smoothly into a pair conditioning phrase. • To safely adapt pair obstacle and negotiation ideas to involve low/small apparatus in various ways. • To link safe pair and/or group positions of stillness and obstacle and negotiation ideas into a group movement phrase developed to show canon • To apply group compositional devices and adapt pair and group positions of stillness and obstacle and negotiation ideas to involve apparatus in various ways. • To create and compositionally develop a group floor and apparatus sequence involving pair and group positions of stillness and obstacle and negotiation ideas. • 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. 	<p><u>Dance: Why bully me?</u></p> <ul style="list-style-type: none"> • To copy and repeat a taught motif. • To explore the feelings/emotions of a person who is being bullied and create a movement phrase. • To explore different forms of bullying and develop ideas into freeze frame images. • To explore and combine different dance actions together. • Apply changes of direction, level and speed to transitions. • To use action/reaction in 2 contrasting movement phrases. • To develop the dance motif through canon, unison and other choreographic devices. • To link and perform all sections of the dance into a final composition using the dance framework. • To observe and give feedback using dance terminology. 	<p><u>Games: Tennis</u></p> <ul style="list-style-type: none"> • To practise and perform forehand and backhand strokes, with control and consistency • To devise and implement individual tactics utilising their skills and knowledge of the principles of the game • To evaluate personally devised tactics, and then use the information to adapt and improve performance 	<p><u>Games: Cricket</u></p> <ul style="list-style-type: none"> • To practise and refine bowling and batting skills. • To develop an understanding of different playing positions. • To work co-operatively planning tactics and supporting each other in the field. • To observe and evaluate team/tactical play and use the information to improve performance.
<p>By the end of KS2:</p> <ul style="list-style-type: none"> • 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

Buddhism

- To be aware that there are people in Britain practising Buddhism.
- 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'.
- To understand that Buddhists venerate the Buddha for his unique qualities as a historical, enlightened person, but not as a god or idol.
- To be aware of meditation as one aspect of Buddhist practice.
- To be aware of some principles Buddhists may use as guides to life e.g. *The Three Refuges, the Noble Eightfold Path*.
- 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.
- 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).
- To be aware of some Buddhist writings e.g. *the Sermon at Benares and the Jataka tales*.
- To know that Buddhists celebrate key aspects of the Buddha's life and teaching in festivals, e.g. *Wesak (Buddha Day), Kathina and other Days of Observance*.
- 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.
- 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.
- 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.

Jesus: His Life and Teachings

- To explore the life and teaching of Jesus in his historical context using the Bible and other appropriate resources.
- To recognise the influence of Jesus' upbringing and background on him and how others perceived Jesus.
- To recap 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.
- To examine and reflect the relevance of some of Jesus' teachings in the light of modern times.
- 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 ideals.
- To reflect upon how Christians use the sacred texts to find out about God and Jesus.
- To consider what qualities are needed to be a good leader and why so many followed Jesus.
- To ask some thoughtful questions and suggest answers about the relevance of Jesus' teachings to pupils' and to other peoples' lives.
- To think about how Christians see Jesus as their saviour and what they feel about him. Talk about pupils' own feelings and ideas.
- To develop empathy skills.

Christians in other parts of the world

- To understand the social and cultural context in which Christians live in the Diocese of Vellore.
- To begin to understand the challenges of daily life for Christians elsewhere in the world and empathise with them.
- To explore the idea of being in a minority in your own homeland.
- To understand that Christianity is "translated" as it moves between cultures and to identify how this may be expressed by comparing Cambridgeshire with India.
- To identify core Christian beliefs and practices which you would expect to find wherever you are in the world.
- To understand how Christians identify themselves with Jesus and the Church community, particularly through rites of passage and worship.
- To be able to use a Biblical image ("Good Shepherd") to explain and explore leadership in the Church.
- To understand what motivates Christians to share their faith with others, or to serve others in practical ways.
- To reflect on their own reaction to people wanting to share their beliefs with them.
- To understand how Christian faith motivates
- Christians' actions and lifestyle choices.
- To recognise that the Indian Church believes it has a special ministry to the poor.
- To use the knowledge acquired about the Diocese of Vellore to help interpret the key symbols of the Diocesan badge.
- To draw together our learning on the Diocese of Vellore.

Humanism

- To understand that Humanists make sense of the world using reason, experience and shared values.
- Pupils will understand that their own thinking on the big questions of life might at times identify scientific rather than religious conclusions.
- Pupils will understand that Humanists believe that knowledge about life and the world can only be acquired through human experience.
- Pupils learn that it is okay to ask questions about the things they are taught.
- Pupils will understand that it is possible to lead a moral life without holding any 'religious' beliefs.
- 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.
- Pupils will learn that there are versions of the golden rule from many different times and cultures.
- Pupils are able to make statements about rules of behaviour that they value and try to follow.
- Pupils will learn that Humanists believe there is no evidence for life after death, and therefore place a special value on this life.
- Pupils think about how ideas about death affect the way people live their lives.
- 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.
- 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.

Beliefs and actions in the world

- Gain an understanding of how rules for living are developed and an understanding of what values and beliefs influence our choices and decisions.
- To understand how key beliefs and teachings impact on actions and to begin to identify what is of importance to themselves.
- To know some of the key teachings of the Buddha and some of the fundamental aspects of Buddhist teaching.
- To understand the direct link between a belief or conviction and an action and the outcome of belief.

Philosophy

- To understand the death rites of Christians, Hindus, Buddhists, Muslims and Jews.
- To explore beliefs about life after death from a Hindu viewpoint.
- To explore beliefs about life after death from a Buddhist viewpoint.
- To explore beliefs about life after death from a Muslim viewpoint.
- To explore beliefs about life after death from a Jewish viewpoint.
- To assess the different beliefs surrounding death and the afterlife and consider what their own belief may be.

All state schools are also required to make provision for a daily act of collective worship and must teach religious education to pupils at every key stage.

<p><u>Family and Friends</u></p> <p>To identify who is in their network of people who are special to them and recognise how their relationships have changed and developed.</p> <p>To develop ways of beginning new friendships and maintaining existing ones during times of change.</p> <p>To recognise and value differences between individuals, and how difference can be a positive aspect of their friendships.</p> <p>To recognise the diversity of family patterns, and how these can continue to change.</p> <p>To recognise some of the pressures on relationships and to develop strategies to manage them.</p> <p>To identify some of the influences and pressures involved in group relationships, and to develop strategies to manage these.</p> <p>To know how to access support from people in their network and from other people and places.</p> <p>To identify ways in which they already do or could support others.</p> <p>To understand what they have learned in this unit and be able to share it with others.</p>	<p><u>Anti-Bullying</u></p> <p>To be able to define bullying including the key characteristics and forms of bullying.</p> <p>To understand and be able to compare and contrast different forms of bullying i.e. physical, verbal, indirect, cyberbullying.</p> <p>To recognise similarities and differences in the bullying behaviours of girls and boys.</p> <p>To understand personal factors or circumstances that may cause someone to engage in bullying or become a target of bullying.</p> <p>To understand prejudice driven bullying.</p> <p>To understand the feelings of all those involved in a bullying situation including those who are bullied, perpetrators, followers and bystanders and how this might affect the way they think and behave.</p> <p>To understand strategies for responding to bullying, including how to respond assertively.</p> <p>To understand the role of peer pressure in a bullying situation and how bystanders can become defenders or colluders when responding to bullying.</p> <p>To develop an understanding of cyberbullying and when and where it may occur.</p> <p>To understand strategies for keeping safe from cyberbullying and responding appropriately when it occurs.</p> <p>To consider when, where and what types of bullying are happening in the local community and how to respond to bullying when it occurs outside school.</p> <p>To identify what the whole school community can do to help stop all types of bullying and make the school a safe place.</p> <p>To understand what they have learnt and be able to share it with others.</p> <p><u>Rights, rules and responsibility</u></p> <p>To understand the basic rights of children and who is responsible for ensuring they are achieved.</p> <p>To understand how rights, rules and responsibilities affect them and others in class and in the school.</p> <p>To take an active role in making and changing rules and in carrying them out.</p> <p>To recognise that there may be differences and sometimes conflict between rights and responsibilities at home and at school.</p> <p>To understand why rules and laws are needed in society.</p> <p>To know about the role of parliament and MPs.</p> <p>To know about local councils and the role of councillors.</p> <p>To understand how democratic elections work at school and nationally and how people represent or act on behalf of others.</p> <p>To take part in a project which develops active citizenship skills.</p> <p>To be able to discuss and debate moral and social questions and develop their own views.</p> <p>To understand what they have learned and to be able to share it with others.</p>	<p><u>Managing Risk</u></p> <p>To describe positive and negative aspects of risk taking.</p> <p>To understand the consequences of taking physical, social and emotional risks.</p> <p>To understand degrees of risk.</p> <p>To be able to talk about situations where they have responsibility for their own safety and associated emotions.</p> <p>To understand sources of pressure to behave in a risky way.</p> <p>To understand and practise a range of strategies to reduce risk.</p> <p>To know some of the main causes of accidents for children and young people and understand ways of reducing or preventing accidents.</p> <p>To state ways of getting help when getting attention is difficult.</p> <p>To know and understand where individuals, families and groups can find help.</p> <p>To understand how to be supportive to others who need help in a risky situation.</p> <p>To understand and practise basic procedures for first aid and making an emergency call.</p> <p>To understand what they have learned and be able to share it with others.</p>	<p><u>Safety Contexts</u></p> <p>To be able to talk about situations where staying safe is important.</p> <p>To identify safety issues when cycling and develop understanding of how to stay safe on the roads.</p> <p>To identify ways to stay safe in the sun and have strategies to keep themselves safe.</p> <p>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.</p> <p>To understand the rules for keeping people safe at school.</p> <p>To understand action to prevent a wider range of accidents.</p> <p>To understand what they have learned and be able to share it with others.</p>	<p><u>Drug Education</u></p> <p>To know about different categories of drugs including medicines (both prescribed and over-the-counter), legal recreational and illegal.</p> <p>To understand the role of medicines in promoting, improving and sustaining health.</p> <p>To develop their knowledge, understanding and attitudes relating to alcohol, its effects and associated risks and consequences.</p> <p>To develop their knowledge, understanding and attitudes relating to cigarettes, their effects and associated risks and consequences.</p> <p>To develop their knowledge, understanding and attitudes relating to solvents, their effects and associated risks and consequences.</p> <p>To begin to learn about the law relating to the use and misuse of legal and illegal drugs.</p> <p>To develop attitudes and beliefs about the use of legal and illegal drugs, who uses them and why and possible alternatives.</p> <p>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.</p> <p>To recognise peer influence and its effect on decision making and behaviour.</p> <p>To develop attitudes towards media and advertising of alcohol, nicotine and other legal drugs.</p> <p>To begin to distinguish between fact and opinion in relation to drugs and to know where to check information and advice.</p> <p>To understand what they have learned and be able to share it with others.</p> <p><u>Manage Change</u></p> <p>To be able to identify a range of situations which involve loss and change.</p> <p>To recognise emotions associated with loss and change, and understand how these themselves can change.</p> <p>To be able to identify what might help when experiencing difficult emotions, how to get support and how they could support others.</p> <p>To recognise that a range of changes take place throughout everyone's lifetime and that people manage change in different ways.</p> <p>To reflect on their own experiences of change and how they have affected them.</p> <p>To develop strategies for coping with future changes that they may experience.</p> <p>To understand what they have learned and be able to share it with others</p>	<p><u>Sex and relationship education</u></p> <p>To know about the facts of the human lifecycle, including sexual intercourse.</p> <p>To be able to recognise their changing emotions with friends and family and be able to express their feelings and concerns positively.</p> <p>To consider how they have some responsibility for the feelings and well-being of others.</p> <p>To consider the need for trust and love in marriage and established relationships.</p> <p>To have a basic awareness of responsible parenting choices.</p> <p>To understand and respect a wide range of family arrangements e.g. second marriages, fostering, same sex partners and extended families.</p> <p>To understand what they have learned and be able to share it with others.</p>
<p>All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.</p>					

