



VIEWLEY HILL ACADEMY

KEY STAGE 1 & 2 CURRICULUM OFFER

Curriculum Statement:

At Viewley Hill Academy, our curriculum aims to inspire our children; to harness their natural curiosity and to use their own questions to drive learning which aims to expand their horizons.

Wider curriculum learning derives from key questions which prompt research and encourage children to consider the world around them. Communication is key in driving children's progress and we promote discussion in the learning process. This helps to build confidence in Speaking and Listening through the development and accurate use of new vocabulary throughout the curriculum. Children arrive in school with very low levels of communication, so it is imperative that we instil a sense of self-worth and esteem by providing the language skills they need to be productive citizens. The vocabulary within our curriculum gives children some of the tools they need to understand the world around them and to make themselves understood within it. We harness their wonder about the wider world and how it works through immersive, engaging learning in Science, Maths and technology which enables our pupils to embed and contextualise their learning. Learners are encouraged to utilise their expanding vocabulary and increasingly sophisticated knowledge across the curriculum, making meaningful links between subjects, culminating in work which showcases their learning.

Alongside this, we believe that the development of reading is fundamental. At Viewley Hill Academy, early reading and phonics support children in becoming readers and they develop their skills in fluency and comprehension with bespoke Guided Reading and Whole Class Reading lessons. We encourage a love of reading and books through the use of key, high-quality texts to support and enhance learning throughout the curriculum.

Viewley Hill Academy serves an area of deprivation in Middlesbrough, characterised by poverty of aspiration. Therefore, facilitating experiences which provide stimulating starting points and enhance the pupils' cultural capital are significant in our curriculum design.

For the pupils of the Academy, resilience in learning is a crucial skill they must develop. Through carefully planned sequences of learning, pupils learn how to reflect on, improve and refine their own work and also to identify and overcome challenges. We promote individual success and we celebrate the pupils' successes with them. Our curriculum progression enables pupils to build on prior learning and develop and improve their competence. We understand that regular review supports sustained improvement. Therefore, lessons follow a clear structure which activates prior knowledge, builds new understanding and reviews new learning through quiz questions to help children remember their learning and apply their learning to do more. Units of work have fixed outcomes, against which children's understanding is measured regularly. In this way, children themselves can recognise the incremental steps which build to make them stronger learners. Success is celebrated in individual work and reflected in school displays. Children are reminded of their successes to embed confidence, build self-esteem and motivate further enquiry.

Key Stage 1 & 2: Long Term Plan

Year	Science	History	Geography	Computing	Art	DT	RE	Music	PE
NC Yr 1	<p>Plants: name and describe basic structure</p> <p>Animals including Humans: name, describe and compare the basic structure of common animals Draw and label basic parts of a human body related to senses.</p> <p>Seasonal changes: Observe seasonal changes and the associated weather</p> <p>Materials: identify and name; describe some properties</p>	<p>Investigate and interpret the past: understand the significance of events beyond living memory</p> <p>Build an overview of world history: Know about the life of a historical figure</p> <p>Understanding chronology: Understand what a timeline is and place people and events on it.</p> <p>Communicate historically: Use correct language to explain learning about historical figures and events</p>	<p>Locational Knowledge: Know where they live and features of their locality</p> <p>Place Knowledge: Understand their location in England and the UK</p> <p>Human and Physical Geography: Seasonal and daily weather patterns; human impact on their locality</p> <p>Skills and Fieldwork: read and draw their own simple locational map; study school and its grounds</p>	<p>Digital Literacy: Know common uses of information technology beyond the classroom</p> <p>Computer Science: Understand that programs follow instructions</p> <p>Online Safety: Understand the importance of communicating safely and respectfully online</p>	<p>Drawing Understand use of line drawing to represent ideas from imagination and observation</p> <p>Painting Know the 3 primary colours and how to mix them to make secondary colours</p> <p>Sculpture Understand sculpture as 3D art</p>	<p>Tools and Techniques: Understand how to use simple tools safely; make simple joins in products</p> <p>Products and mechanisms: Understand that products can be improved. Know basic mechanisms, eg: slider, wheel</p> <p>Food technology: Know where food comes from; understand healthy eating and diet</p>	<p>Believing: Who is a Christian and what do they believe?</p> <p>Expressing: What makes some places sacred?</p> <p>Living: What does it mean to belong to a faith community? (Belonging)</p>	<p>Appraisal: Say something they like about a piece of music; find a pulse by moving their body</p> <p>Performance: Sing short songs and nursery rhymes; know the technique for playing a percussion instrument</p> <p>Composition: improvise in a group</p>	<p>Doing Develop some control over movement by copying and repeating to develop competence</p> <p>Thinking Learn simple tactics for attacking and defending</p> <p>Feeling Develop competence to work individually, learn rules and play games</p> <p>Physical Literacy Develop gross motor control</p>

Year	Science	History	Geography	Computing	Art	DT	RE	Music	PE
NC Yr 2	<p>Plants: observe how they grow; know what plants need to survive</p> <p>Animals including humans: Basic needs; importance of healthy lifestyle</p> <p>Living things: animals, plants and their habitats</p> <p>Materials: suitability; changing shape</p>	<p>Investigate and interpret the past: Understand the way we find out about the past</p> <p>Build an overview of world history: Know about the legacy of a historical figure</p> <p>Understanding chronology: Understand how key events have changed the local area</p> <p>Communicate historically: Use accurate dates to describe historical events</p>	<p>Locational Knowledge: Know 4 countries of UK; 7 continents and 5 oceans</p> <p>Place Knowledge: Compare and contrast knowledge of own locality with a contrasting locality.</p> <p>Human and Physical Geography: Know hot and cold areas of the globe; equator and polar regions</p> <p>Skills and Fieldwork: Understand how to use atlases and globes; compass directions; aerial photographs</p>	<p>Digital Literacy: Use the internet to search for information safely</p> <p>Computer Science: Use reasoning to predict the outcome of a program</p> <p>Online Safety: Know what to do if concerned about content or contact online</p>	<p>Drawing Understand how lines can be used to depict form (length, width, height)</p> <p>Painting Mix a greater range of secondary colours by making them lighter or darker</p> <p>Sculpture Represent ideas in 3D form</p>	<p>Tools and Techniques: Use a range of tools safely; suggest how materials can be joined with different techniques</p> <p>Products and mechanisms: Understand that products can be made stronger; Know mechanisms: axel and lever</p> <p>Food technology: Know the origins of ingredients in basic foods, eg: bread</p>	<p>Believing: Who is a Muslim and what do they believe?</p> <p>Expressing: How and why do we celebrate special and sacred times?</p> <p>Living: What does it mean to belong to a faith community? (Expressing identity)</p>	<p>Appraisal: Say something they like about a piece of music and why they liked it; find a pulse by counting alone</p> <p>Performance: Sing songs from memory; know that instruments make different sounds if played in different ways</p> <p>Composition: create a rhythmic composition in a group</p>	<p>Doing Develop agility, balance and co-ordination; Perform with competence</p> <p>Thinking Follow rules and co-operate in simple games; apply tactics learnt</p> <p>Feeling Work individually and as part of a team, confidently and competently apply rules in games</p> <p>Physical Literacy Move with confidence and competence</p>

Year	Science	History	Geography	Computing	Art	DT	RE	Music	PE
NC Yr 3	<p>Plants: function of parts of flowering plants; requirements for life; life cycle</p> <p>Animals including humans: nutrition; skeleton and muscles for support, protection and movement</p> <p>Rocks: compare and group; fossil formation</p> <p>Light: Reflection and shadows</p> <p>Forces and Magnets: attract and repel; act at a distance; 2 poles</p>	<p>Investigate and interpret the past: Understand the way historical sources are used</p> <p>Build an overview of world history: Understand the achievements and influence of the Ancient Egyptians</p> <p>Understanding chronology: Understand and compare historical periods</p> <p>Communicate historically: Ask informed questions to deepen understanding of change over time</p>	<p>Locational Knowledge: Name and locate counties and cities of the UK</p> <p>Place Knowledge: Study a region in a European country</p> <p>Human and Physical Geography: Know climate zones, biomes and vegetation belts; the distribution of natural resources</p> <p>Skills and Fieldwork: Understand how to use a range of mapping tools, eg: globes, atlases and digital mapping to locate and describe features</p>	<p>Digital Literacy: Research, collect and present information using different applications</p> <p>Computer Science: Understand how programs instruct a computer; detect and correct errors</p> <p>Online Safety: Use computers safely by choosing age-appropriate sites</p>	<p>Drawing Understand how lines can be used to depict form and denote emotion</p> <p>Painting Understand that different brush strokes and consistency of paint change texture</p> <p>Sculpture Understand layering to create papier mache; know that clay has been used historically as a malleable sculpting material</p>	<p>Tools and Techniques: Understand that some tools have safety features</p> <p>Products and mechanisms: Know how movement can be added to products, eg: pulleys and linkages</p> <p>Food technology: Understand the seasonality of ingredients</p>	<p>Believing: What do different people believe about God?</p> <p>Why is the Bible important for Christians today?</p> <p>Expressing: Why do people pray?</p> <p>Why are festivals important to religious communities? (Comparison)</p> <p>Living: What does it mean to be a Christian in Britain today</p>	<p>Appraisal: to identify repeated sections in a piece of music; identify the chorus in a song; describe the different sections within a piece of music</p> <p>Performance: Perform tunelessly; use instruments to accompany music; read a graphic score</p> <p>Composition: Compose from improvisation; evaluate</p>	<p>Swimming: use a reliable stroke to swim a distance of 25 metres</p> <p>Doing Develop control to perform with some accuracy</p> <p>Thinking Apply basic principles suitable for attacking and defending</p> <p>Feeling Learn to communicate and collaborate as part of a team.</p> <p>Physical Literacy Develop social communication in physical activity</p>

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NC Yr 4	<p>Animals including humans: digestive system; teeth; food chains</p> <p>Living things: classification keys; changes in environments</p> <p>Materials: States of Matter: solids, liquids and gases; observing heating and cooling; the water cycle</p> <p>Sound: vibration; pitch; volume</p> <p>Electricity: construct and name a series circuit; identify complete circuit with/ without switch; recognise conductors and insulators</p>	<p>Investigate and interpret the past: Understand the different ways in which primary and secondary sources can be used</p> <p>Build an overview of world history: Understand the achievements and influence of the Ancient Greeks</p> <p>Understanding chronology: Understand and compare historical periods: Ancient Egypt and Ancient Greece</p> <p>Communicate historically: Ask informed questions to investigate the influence of one historical period on another</p>	<p>Locational Knowledge: Name and locate key topographical features (hills, mountains, coasts and rivers)</p> <p>Place Knowledge: Study a region in North America</p> <p>Human and Physical Geography: Know significant mountain ranges and rivers of the world</p> <p>Skills and Fieldwork: Use maps, atlases and digital mapping to locate and describe features of the country studied in North America</p>	<p>Digital Literacy: Create appropriate digital content by combining software packages.</p> <p>Computer Science: Know how to design, write and debug problems with 2 simultaneous algorithms</p> <p>Online safety: Know what to do if receiving online abuse; recognise the benefits of internet/ social media as well as negatives</p>	<p>Drawing Recognise use of tone in sketching and how this depicts mood</p> <p>Painting Develop sophistication in use of shading and tinting</p> <p>Sculpture Recognise that form can be depicted in an abstract way in 3D</p>	<p>Tools and Techniques: Join materials accurately; recognise different joining methods</p> <p>Products and mechanisms: Understand how to control mechanisms with digital technology</p> <p>Food technology: Understand basic food hygiene; apply seasonality of ingredients to create a balanced diet</p>	<p>Believing: Why is Jesus inspiring to some people?</p> <p>Expressing: Why do some people think life is a journey?</p> <p>Living: Why are festivals important to religious communities? (Analysis)</p> <p>What does it mean to be a Hindu in Britain today?</p> <p>What can we learn from religions about deciding what is right and wrong?</p>	<p>Appraisal: Find the verse and chorus in a song; identify variations in repeated sections; compare the sections within a piece of music</p> <p>Performance: Perform tunelessly from memory; choose appropriate instruments to accompany music</p> <p>Composition: create a graphic score; compose from a musical model</p>	<p>Swimming: use a range of strokes to swim a distance and perform safe self-rescue</p> <p>Doing Develop strength and balance to improve performance</p> <p>Thinking Apply tactical thinking to show awareness of space and position</p> <p>Feeling Use communication and collaboration within a game</p> <p>Physical Literacy Understand the benefits of being physically active</p>

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NC Yr 5	<p>Animals including humans: changes as we age</p> <p>Living things: different life cycles; reproduction in plants and animals</p> <p>Materials: States of Matter: properties and changes in materials; solutions and mixtures; reversible/irreversible changes</p> <p>Forces and Magnets: gravity; resistance; levers, pullers and gears</p> <p>Earth and Space: the solar system</p>	<p>Investigate and interpret the past: Understand the impact of Claudius' invasion on Britain and Hadrian's wall</p> <p>Build an overview of world history: Understand the impact of the Roman Invasion on Britain</p> <p>Understanding chronology: Recognise the impact on modern society of the Roman era in Britain</p> <p>Communicate historically: Devise own ways to present findings on the legacy of the Romans</p>	<p>Locational Knowledge: Name and locate the world's countries (focus on Europe, America and Russia)</p> <p>Place Knowledge: Study a region in South America and contrast with North America or Europe</p> <p>Human and Physical Geography: Know land use patterns and the distribution of natural resources in the area studied</p> <p>Skills and Fieldwork: Use ordnance survey maps to build knowledge of the wider world.</p>	<p>Digital Literacy: Understand how search results are selected and ranked</p> <p>Computer Science: Know how to create an algorithm with a 'loop' and use question stems, eg: <i>if, when, else</i></p> <p>Online safety: Understand how to use search engines effectively and how results are selected</p>	<p>Drawing Recognise in the work of portrait artists how composition represents subjectivity</p> <p>Painting Know how painters apply tone and highlight to represent perspective</p> <p>Sculpture Know how clay can be used in animation; recognise that a range of materials are used to create sculptures</p>	<p>Tools and Techniques: Recognise the suitability of materials to strengthen and stiffen</p> <p>Products and mechanisms: Further knowledge of movement in products with more advanced mechanisms, eg: cams</p> <p>Food technology: Understand how ingredients are reared, caught and processed</p>	<p>Believing: Why do some people believe God exists? What would Jesus do? Can we live by the values of Jesus in the 21st Century?</p> <p>Expressing: If God is everywhere, why go to a place of worship?</p> <p>Living: What does it mean to be a Muslim in Britain today?</p>	<p>Appraisal: Identify the intention of a piece of music; Analyse features within different pieces of music; identify song structures using ABA notation</p> <p>Performance: Perform tunelessly, displaying vocal control; perform as part of a small group, evaluating performance; read metrical notation and be able to play the rhythm</p> <p>Composition: compose as part of a small group; evaluate and make adjustments/improvements; choose instruments to match the mood</p>	<p>Swimming: use a range of strokes to swim a distance and perform safe self-rescue in different water-based situations</p> <p>Doing Develop flexibility and technique to improve performance</p> <p>Thinking Learn how to evaluate and recognise their own success</p> <p>Feeling Use collaboration when competing</p> <p>Physical Literacy Learn physical, social and thinking skills through sport-specific activities</p>

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NC Yr 6	<p>Animals including humans: the circulatory system</p> <p>Living things: classifying according to characteristics</p> <p>Light: travels in straight lines; light and the eye; shapes of shadows and objects</p> <p>Electricity: brightness/ volume and voltage in a circuit; variations in component function</p> <p>Evolution and Inheritance: change over time; fossils; offspring vary from parent; adaptations</p>	<p>Investigate and interpret the past: Understand bias and the relative reliability of sources</p> <p>Build an overview of world history: Study a non-European society: Baghdad c AD900 contrast with British history</p> <p>Understanding chronology: Recognise the rapid impact of historical change in Europe caused by WW2</p> <p>Communicate historically: Devise, research and present their own historical findings</p>	<p>Locational Knowledge: Identify position and significance of global aspects: latitude, longitude, Equator, hemispheres, tropics of cancer and Capricorn, Arctic and Antarctic circles and time zones, incl GMT</p> <p>Place Knowledge: Study the impact of WW2 on a European country</p> <p>Human and Physical Geography: Know types of settlement, including economic activity and trade links (Middlesbrough)</p> <p>Skills and Fieldwork:</p>	<p>Digital Literacy: Evaluate the quality of solutions; identify improvements and make <i>detailed</i> refinements</p> <p>Computer Science: Understand the main functions of the operating system</p> <p>Online safety: Understand they are responsible for all their online actions and conduct; know a wide range of ways to report concerns</p>	<p>Drawing Recognise in the work of portrait artists how dimensions are created through hatching and shading; Understand what is evoked in the viewer</p> <p>Painting Consider the impact of colour, tone and texture on the viewer</p> <p>Sculpture Know how to use different materials in their own sculpture; Develop an awareness of the purposes of sculpture in society</p>	<p>Tools and Techniques: Reinforce complex structures, using more complex tools</p> <p>Products and mechanisms: Know how movement is created by applying a variety of mechanisms</p> <p>Food technology: Understand why people might choose different diets, based on the ethics of farming and agriculture</p>	<p>Believing: What do religions say to us when life gets hard?</p> <p>Expressing: Is it better to express your religion in arts and architecture or in charity and generosity?</p> <p>Living: What matters most to Christians and Humanists?</p> <p>What difference does it make to believe in Ahimsa, Grace and Ummah?</p>	<p>Appraisal: Identify how the composer achieves their intention through the structure of the music; Identify musical structure; know the names of some of these structures</p> <p>Performance: Perform tunelessly, displaying vocal control and expression; read rhythmical staff notation and be able to play it</p> <p>Composition: compose individually and as part of a small group; evaluate and make adjustments/ improvements to own work;</p>	<p>Doing Demonstrate flexibility, strength, technique, control and balance</p> <p>Thinking Compare and improve their own performance with previous ones</p> <p>Feeling Enjoy communicating, collaborating and competing with others in a team.</p> <p>Physical Literacy Develop leadership skills and articulate the benefits of regular exercise</p>

according to environment and evolution.		Observe, measure, record and present human and physical features in the local area using a range of methods. (Middlesbrough)					choose instruments to match the mood and purpose of the music, based on their sounds	
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Key Stage 1 & 2: RHE Long Term Plan

Year	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
NC Yr 1	Classroom rules. Our feelings- identify a range of feelings. Thinking about feelings Feelings and bodies – how feelings can be hurt. Special people Belonging to groups and communities. Good friends- qualities of good friendship. Listening skills	Recognising, valuing and celebrating difference Unkind, tease or bully? – explain difference between them. Special people Fairness-.	The body and exercise Emotions and feelings associated with safety. People who can help us. Feelings associated with loss. Medicine safety. PANTS rule Appropriate and inappropriate touch. Understand the right to say ‘no’.	Hygeine Recognise who cares for and looks after the school environment. Responsibility in looking after something. Money and keeping it safe Saving money	Growth Mindset Keeping our body healthy Healthy foods Strategies for preventing the spread of germs New skills need practice and the opportunity to fail. Listening skills. Simple strategies to solve conflict. Affects of behaviour	Body parts and processes Babies and young children And support through the stages of our life. Secret v surprise and who can keep us safe Private body parts and who we can talk to about them.

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NC Yr 2	Our ideal classroom Feelings and responses	Physical and non-physical differences and similarities.	Medicine safety. Safe/unsafe situations. How to deal with them	Cooperation with others in the classroom. Dealing with behaviours	Mindset strategies Choice	Positive feedback Recognising feelings

Bullying and teasing and strategies to deal with them	How behaviours affect others	and who can they can talk to.	Help in school	Managing germs	Stages of growth
Bullying and acceptable behaviours	Special people in our lives	'Yes or No or I'll ask or I'll tell' in relation to keeping them safe.	School environment.	Dental hygiene	Body parts and privacy
	Included and excluded as part of a group	Safe and unsafe secrets	Money and choices	Energy for our bodies	Privacy
	Kindness and unkindness				

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NC Yr 3	<p>Rules and consequences</p> <p>Feelings associated with Loss</p> <p>Define and demonstrate cooperation and collaboration. Demonstrate team work.</p> <p>Maintaining positive relationships</p> <p>Strategies for dealing with conflict.</p> <p>What is a dare? Qualities of friendship, why do we fall out and skills for making up.</p>	<p>Recognising different types of families. Understand terms adoption, fostering and same sex relationships.</p> <p>Benefit of community</p> <p>Being respectful and tolerant</p>	<p>Safe and unsafe situations</p> <p>Danger and risk</p> <p>Alcohol, cigarettes and drugs – risks</p> <p>Online safety</p> <p>Listening to our body</p> <p>Decision making skills</p> <p>Medicines and drugs</p>	<p>Volunteers</p> <p>Who keeps us safe and healthy.</p> <p>Fact and opinion and how an event can be perceived from a different view point.</p> <p>Looking after the school environment.</p> <p>Income, saving and sending. What services in our homes do we pay for?</p>	<p>Balanced body and diet</p> <p>Infectious illnesses - medical and non-medical treatment</p> <p>Discussion and debating skills</p> <p>Health and well-being</p> <p>Identify achievements</p> <p>Media representations</p> <p>Collaboration creates success.</p> <p>Understanding our body</p> <p>Recognising skill set</p>	<p>Types of relationships</p> <p>Personal space.</p> <p>Secret and surprise</p> <p>Safe and unsafe secrets</p>

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NC Yr 4	<p>Feelings and impact on our physical state.</p> <p>Positive / healthy relationships</p>	<p>Negotiation and compromise and conflict.</p> <p>Protecting body space. Recognise others non- verbal signals to show how they feel.</p>	<p>Danger, risk and hazard.</p> <p>Strategies for managing risk.</p> <p>Online safety</p>	<p>Keeping safe and healthy</p> <p>Rights and responsibilities.</p> <p>A democratic process.</p>	<p>Being unique</p> <p>Making choices</p> <p>A healthy balanced menu.</p>	<p>Changes in our lives</p> <p>Positive and negative feelings.</p> <p>Relationships with parents</p>

	<p>Saying no</p> <p>Teamwork and collaboration.</p> <p>Feelings and reactions</p> <p>Strategies to deal with bullying and pressure. Understand where pressure to behave can be unhealthy, unacceptable, or risky.</p>	<p>Recognise different types of relationships. Recognising and celebrating difference</p> <p>Understanding and challenging stereotypes</p>	<p>Dares</p> <p>Medicine and drug safety</p> <p>Effects of smoking and drinking alcohol.</p> <p>Our influence</p> <p>Consequences of behaving in unacceptable, unhealthy or risky ways.</p>	<p>Media influence and influencing outcomes</p> <p>Bullying and anti-social behaviours</p> <p>Caring for the environment and national and international scale</p> <p>Income and expenditure</p> <p>Understand a payslip</p>	<p>Contributing to the environment</p> <p>Define community..</p>	<p>Puberty</p> <p>Safe and unsafe secret</p> <p>Marriage</p> <p>Puberty talk.</p>
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NC Yr 5	<p>Collaborative working</p> <p>Negotiation and compromise. Strategies for resolving difficult situations.</p> <p>Friendship skills.</p> <p>Unhealthy relationships</p> <p>Characteristics of passive, aggressive and assertive behaviours. Identifying risks</p> <p>Understanding how online communication can be misinterpreted.</p>	<p>Key qualities of friendship.</p> <p>Active listening skills.</p> <p>Respectfulness and how to respond appropriately to others.</p> <p>Feelings associated to being left out.</p> <p>Discrimination</p> <p>Diverse society</p> <p>Mutual respect for different faiths and beliefs.</p>	<p>Habits</p> <p>Positive and negative risks.</p> <p>Online bullying</p> <p>Dares and risky situations</p> <p>Online safety</p> <p>Medicine and drug safety</p> <p>Risks and social norms of smoking and alcohol. Address misconceptions.</p>	<p>Health and well-being</p> <p>Fact an opinion</p> <p>Responsibilities, rights and duties</p> <p>Voluntary, community and pressure groups.</p> <p>Lending, borrowing and spending.</p> <p>Local Councillors and their responsibilities.</p>	<p>Effects of drinking and smoking</p> <p>Strengths and talents, areas of improvement and strategies to improve them.</p> <p>People who help us and their responsibility</p> <p>Media portrayal</p> <p>Basic First Ad</p>	<p>Describing our feelings</p> <p>Building resilience.</p> <p>Trusted people</p> <p>Feelings associated with separation</p> <p>Puberty myths</p> <p>Menstruation</p> <p>Positive and negative behaviours</p> <p>Body feelings</p> <p>Resilience</p> <p>Safe/unsafe secrets</p>

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<p>NC Yr 6</p>	<p>Collaboration, negotiation and compromise</p> <p>Friendship strategies</p> <p>Peer pressure and peer group dynamics</p> <p>Consequences of reactions</p> <p>Commitment</p> <p>Physical contact and inappropriate touch</p> <p>Strategies for keeping personal info safe online.</p>	<p>Prejudice</p> <p>Living in a diverse society</p> <p>Prejudice-based bullying</p> <p>Recognising people are unique.</p> <p>Understanding stereotype</p> <p>Understanding Bystander behaviour.</p>	<p>Responsible and respectful behaviour</p> <p>Online safety; personal information and images</p> <p>Addiction and associated behaviour</p> <p>Meeting or emotional needs</p> <p>Categories of drugs</p> <p>Risk and impact of drinking alcohol</p> <p>Independence come responsibility.</p>	<p>Opinion, biased and unbiased.</p> <p>Social Media</p> <p>Saving money, Jobs and pay</p> <p>Voluntary, community and pressure groups.</p> <p>Responsibilities, rights and duties at home, school, in the community.</p> <p>Rule enforcement and democracy.</p>	<p>5 ways to wellbeing</p> <p>Aspirational goals.</p> <p>Risks and risk taking behaviours</p> <p>Smoking/alcohol and misperceptions.</p>	<p>Dealing with change</p> <p>Peoples wider qualities</p> <p>Define and challenging stereotype.</p> <p>Online images, peer pressure and risk</p> <p>Puberty. Example of physical and emotional changes.</p> <p>Revisit safe/unsafe secret and when a confidence broken to keep someone safe.</p>
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