

# EYFS Learn Together

## Strand: Moral and Spiritual

### Exploring Moral Development

- Explore his/her identify and individuality through discussion and projects related to the discovery of oneself e.g., recognising likes and dislikes (H 1)
- Explore moral development through exploration of family and its importance in his/her life.
- Develop and create and awareness of core values such as co-operation, freedom, happiness, honesty, love, peace, respect, responsibility, kindness, caring, safety, and security in a peaceful and calm environment.
- Foster the development of peaceful co-operative social skills through stories, songs, and games.
- Explore the many day-to-day incidences which occur in the classroom and school playground, such as recognising when people are being unkind to them or others (R 12) to develop his/her moral awareness and ability to empathise.

### Cultivating Spiritual Growth

- Develop their meditative spirit through the provision of opportunities for silence, mindfulness, and reflection.
- Begin the process of self-reflection on his/her own feelings and experiences in a calm and mindful environment and to develop a rich vocabulary relating to the emotions they experience to support them in expressing how they feel.
- Make observations of and to develop a sense of wonder in his/her world through play, stories, poems, and art.

### Supporting Physical and Emotional Wellbeing

- Explore what constitutes as a healthy lifestyle.
- Learn rules for and ways of keeping physically and emotionally safe including road safety, cycle safety, fire safety and safety near rail tracks, water and in the environment (H 12).
- Discuss the people who look after them, at home and at school, and be supported in identifying who they can go to if they are worried and how to ask for help (H 13).
- Begin to understand that we have a responsibility in helping reduce the spread of infection and to develop simple skills to help prevent disease spreading (H 7).
- Learn about different jobs and roles in our community
- Discuss importance of different jobs and how they affect our lives.
- To appreciate the value of their body, its capabilities and uniqueness.

### Relationship and Sex Education

- To appreciate the value of their body, its capabilities and uniqueness.
- Begin to understand why hygiene is important.
- To identify different types of touch and how they make people feel (e.g., hugs, tickling, kisses, and punches)
- How to respond if being touched makes them feel uncomfortable or unsafe.
- How to respect other's boundaries e.g., when lining up, using toilets etc.
- When it is important to ask for permission to touch others.
- how to ask for and give/not give permission.

## Strand: Equality and Justice

### Exploring Human Rights

- Develop the concept of rights by exploring and celebrating the children's uniqueness and differences e.g., name, culture, religion.
- Explore the concept of reciprocity of rights by recognising the importance of each individual child's right to be happy, safe, grow and learn in school.
- Develop the concept of justice, responsibility and empathy through discussion using stories to prompt questions (such as "Why share?", "Why be kind?")

### Promoting Equality

- Explore identity and talk about concepts such as sharing, fairness, respect, and empathy.
- Begin to understand that to ensure all are treated equally, some have to be treated differently.
- Explore stories about people who have made a difference and brought about a fairer world
- Appreciate diversity in the school (e.g., culture, ethnicity, religion, and family units)

### Exploring the Democratic Process

- Participate in a class culture of speaking and listening.
- Discuss rules and develop class charters for the class, school, and playground.
- Articulate his/her own attitudes, experiences, and values.
- Develop decision-making, co-operation, and negotiation skills.
- Participate in the running of the school by participating in whole-class and whole-school votes, and by being given the opportunity to join school councils, Eco-Teams etc.

### Activating Equality through Positive Action

- Share within his/her own setting e.g., 'Share a Book Day', 'Share a Toy Day'.
- Extend care and friendship worldwide by participating in whole school events and campaigns such as Red Nose Day, Send my Friend to School etc.
- Participate in whole school assemblies on topics such as Human Rights.
- Begin to become aware of equality issues through celebrations such as International Children's Day, Black History Month, and International Women's Day.

## Strand: Belief Systems

Pupils should encounter religions and worldviews through special people, books, times, places, and objects and by visiting places of worship.

### Key Figures

- Become familiar with stories about key religious leaders e.g., Noah, Buddha, Guru Nanak, and non-religious figures in history
- Explore these stories through play, music, art, and drama.
- children listen with enjoyment to stories, songs, and poems from different sources and traditions and respond with relevant comments, questions, or actions.

### Rites and ceremonies

- Begin to recognise and identify the symbols associated with the major belief systems e.g., buildings, dress, books.
- Examine the foods associated with some belief systems through celebrations of festivals of different belief systems.

### Celebrations

- Understand the purpose and joy of celebrations.
- Explore how those with no religious faith celebrate.
- Explore special celebrations that we share with others such as birthdays.
- Begin to explore different cultural and religious festivals throughout the year

### Beliefs and Values

- develop their own narratives in relation to stories they hear from different traditions.
- have a developing respect for their own cultures and beliefs, and those of other people
- Understand how sharing and caring are important to our lives
- Talk about rules and why they are important
- Share stories about feelings such as love, kindness, and forgiveness.
- Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves

## Strand: Ethics and the Environment

### Knowledge and Awareness of Environmental Issues

- Develop a sense of awe and wonder in nature stories, poetry, nature, walks, nature table and exploring the natural cycles of life.
- Grow in awareness of cycle of life through the seasons using examples from the school grounds or local parklands/farms.
- Understand the concept of the natural and man-made elements of his/her environment.
- Become aware of the need to reduce waste and reuse and recycle materials.
- Develop an awareness of the amazing structures and systems in his/her environment.

### Activation of Responsibility and Stewardship

- Participate in nature walks to develop an understanding of eco-systems living in their local area.
- Plant bulbs/seeds and watch them grow to develop a sense of wonder in new life.
- Develop an environmental code for waste management in classrooms and the school.
- Take responsibility for the school environment by disposing of waste responsibly.
- Make birdfeeders and habitats for minibeasts for use at school and at home.

### Economic Wellbeing and Sustainability

- The child should be enabled to learn:
- That there are different coins and notes and begin to understand that these can have different values.
- That money can be spent in different places and for different things.
- To make simple choices about how to spend their money and begin to understand that other people might make different choices about how to spend their money.
- That money can be saved to be used later.
- How they can keep their money safe e.g., money boxes, purses, banks etc.
- How money can make people feel e.g., happy, sad, and why.

# Year 1 Learn Together

## Strand: Moral and Spiritual

### Exploring Moral Development

- Discuss and identify their special people (family, friends, carers), what makes them special and how special people should care for one another (R 9).
- Explore as a class the values and codes of behaviour in a school community through discussion, playing and learning together, within a classroom charter which reflects the values of the school and children's rights.
- Deepen their awareness of the core values studied in the previous year's cycle through stories and poems, exploring their relevance in everyday school life and discussing and writing about times when they have shown them.
- Further develop the concept of responsibility towards each other, helping to maintain a safe learning environment in their classroom and in the playground.
- To understand that our own actions can hurt other people's bodies and feelings (including what makes them feel comfortable and uncomfortable) (R 11).
- Identify and understand active feelings of anger, disappointment, isolation, frustration, and jealousy and be supported in addressing them in an appropriate manner through stories and discussion of issues that can arise in everyday school life.

### Cultivating Spiritual Growth

- Continue to cultivate stillness through specific activities such as visualisation exercises, quiet time, and the provision of a 'quiet' corner or outdoor space.
- Continue the process of self-reflection on feelings and experiences through stories, poems and music that stimulate this reflection.
- Reflect on the significance of their own personal experiences and discuss how they felt in these situations.
- Discuss the difference between stories and nice surprises and the importance of not keeping secrets that make them feel uncomfortable, anxious, or afraid (R 3).
- Recognise, discover, and celebrate their strengths and talents (H 3).

### Supporting Physical and Emotional Wellbeing

- Learn about what constitutes as a healthy lifestyle and recognise what they like and dislike; beginning to understand how personal choices relating to these can impact upon our physical and emotional health (H2).
- Recognise feelings associated with change (e.g., moving home) (H 5).
- Learn about how some diseases spread; to develop simple disease prevention skills; and to understand the responsibility they have for their own health and that of others (H 7).
- Learn that household products, such as medicines, can be harmful if not used properly (H 11)
- Understand how to stay safe in relation to online, road, water, and fire safety (H 12).
- To recognise what makes them special and unique including their likes, dislikes and what they are good at.
- How to manage and whom to tell when finding things difficult, or when things go wrong.
- How they are the same and different to others.
- About different kinds of feelings.
- How to recognise feelings in themselves and others.
- How feelings can affect how people behave.
- What it means to be healthy and why it is important.
- Ways to take care of themselves daily.
- About basic hygiene routines, e.g., hand washing.
- About healthy and unhealthy foods, including sugar intake.
- About physical activity and how it keeps people healthy.
- About different types of play, including balancing indoor, outdoor, and screen-based play.
- About people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors.
- How to keep safe in the sun.
- Begin to understand that we have a responsibility in helping reduce the spread of infection and to develop simple skills to help prevent disease spreading.

### Relationship and Sex Education

- Know the importance of valuing oneself and recognise differences in others.
- Know their bodies' uniqueness and capabilities.
- Cover the NSPCC's PANTS campaign.
- About people who care for them, e.g., parents, siblings, grandparents, relatives, friends, teachers.
- The role these different people play in children's lives and how they care for them.
- What it means to be a family and how families are different, e.g., single parents, same-sex parents, religions.
- About the importance of telling someone — and how to tell them — if they are worried about something in their family
- About situations when someone's body or feelings might be hurt and whom to go to for help.
- About what it means to keep something private, including parts of the body that are private.
- To identify different types of touch and how they make people feel (e.g., hugs, tickling, kisses, and punches).
- How to respond if being touched makes them feel uncomfortable or unsafe.
- When it is important to ask for permission to touch others.
- How to ask for and give/not give permission.

## Strand: Equality and Justice

### Exploring Human Rights

- Begin to distinguish the difference between needs and wants.
- Identify and name basic rights e.g., right to food, water, shelter, health, play, to be safe, not to be hurt etc.
- Explore rights and responsibilities in relation to the other children in the school and the contribution they can make to ensure these rights are upheld.

### Promoting Equality

- Become aware of and appreciate diversity in the school e.g., culture, ethnicity, religion, and family units.
- Develop skills to make fair decisions and resolve conflict.

### Exploring the Democratic Process

- Participate in a class culture of speaking and listening.
- Discuss rules and develop class charters for class, school, and playground.
- Articulate his/her own attitudes, experiences, and values.
- Develop decision-making, co-operation, and negotiation skills.
- Participate in the running of the school by participating in whole-class and whole-school votes, and being given the opportunity to join school councils, Eco-Teams etc.

### Activating Equality through Positive Action

- Extend care and friendship worldwide by participating in whole school events and campaigns such as Red Nose Day, Send my Friend to School etc.
- Participate in whole school assemblies on topics such as Human Rights.
- Begin to become aware of equality issues through celebrations such as International Children's Day, Black History Month, and International Women's Day.
- Begin to critically reflect on equality and justice issues that may arise in school.

## Strand: Belief Systems

Christianity, Islam

### Key Figures

- Know that there are religious leaders who wear styles of dress for the belief systems: Islam, Christianity and that they are known by titles (Imam, priest, vicar)
- Discuss the role of these leaders in their own communities.
- Become aware that these belief systems have special books, religious objects and symbols which are important to them such as The Qur'an and the Bible, cross/crucifix, and the crescent moon/star.
- Become aware of special books, religious objects and symbols which are important to Muslims and Christians
- Know of the significance of God and Jesus as key figures in Christianity, and Allah and the Prophet Muhammad (peace and blessings of Allah upon him) in Islam
- Become aware of the key features of Jesus' life, and of key stories of the Messengers of Allah
- Notice and respond sensitively to similarities and differences between Christianity and Islam

### Rites & Ceremonies

- Become familiar with naming ceremonies within Islam and Christianity including customs, similarities, and differences
- Become familiar with the places of worship for Christians and Muslims
- Become familiar with acts of worship for Christians and Muslims

### Celebrations

- Study the different festivals celebrated by Christians and Muslims
- Make sensitive comparisons between these festivals e.g., festivals of light and dark.
- Examine the art, music and traditions associated with these festivals.

### Beliefs and Values

- Study examples of religious observances of Christians and Muslims
- Share experiences of special occasions and observances in his/her own life which are associated with ritual.
- Recall and name different beliefs and practices including festivals, worship, rituals, and ways of life, in order to find the meanings behind them
- Recall and suggest meanings to some religious and moral stories, recognising the communities from which they come
- Ask and respond to questions about what Christian and Muslim communities do and why, identifying the difference belong to a community can make

## Strand: Ethics and the Environment

### Knowledge and Awareness of Environmental Issues

- Develop a responsible ownership of the classroom and school environment through development of class charters, discussions and leading by example.
- Identify, become aware of, and explore different habitats such as bird nests, fishponds and wild gardens and understand what animals need in their habitats to survive.
- Develop an awareness and understanding of the need to reduce waste and reuse and recycle materials to benefit the environment.

### Activation of Responsibility and Stewardship

- Participate in nature walks to develop an understanding of eco-systems living in their local area.
- Plant bulbs/seeds and watch them grow to develop a sense of wonder in new life
- Develop an environmental code for waste management in classrooms and the school.
- Take responsibility for the school environment by disposing of waste responsibly.
- Make birdfeeders and habitats for minibeasts for use at school and at home.

### Economic Wellbeing and Sustainability

- The value of coins and notes that they use and choose the correct coins to pay for items.
- About the different ways in which money comes e.g., earning, winning, borrowing, finding, donated
- Different ways of keeping track of money and spending e.g., keeping a spending diary.
- They have choices about saving and spending money and know why this is important and that people may make different choices to them.
- That their needs and wants cost money.
- How to keep their money safe and why this is important.
- The importance of saving money for later.

# Year 2 Learn Together

## Strand: Moral and Spiritual

### Exploring Moral Development

- Identify special people who work in their community who help to keep them safe and know how these special people are contacted when their help is needed e.g., dialling 999. (H 14).
- Understand the responsibility they have in helping the people in their local communities feel safe.
- Explore the values and codes of behaviour in a school community and create individual and class charters which reflect the values of the school and children's rights.
- Deepen their awareness of the core values studied in previous year's cycles through stories and poems; exploring their relevance in everyday school and home life; and discussing and writing about times when they have shown them.
- Further develop the concept of responsibility towards each other, helping to maintain a safe learning environment in their classroom, playground, and the wider school.
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### Cultivating Spiritual Growth

- Continue to practise visualisation and mindfulness activities that support the cultivation of stillness and explore how these practices impact upon school/home life.
- Use stories, songs, and poems to promote self-reflection and discuss the importance of self-reflection upon their emotional wellbeing and their school learning journey.
- Reflect on the significance of personal experiences and discuss how they felt and what impact these experiences had upon themselves, and others involved.
- To recognise their strengths and set themselves simple but challenging goals (H 3).

### Supporting Physical and Emotional Wellbeing

- What constitutes as a healthy lifestyle and to make real, informed choices that improve their physical and emotional health and understand the consequences these choices can have upon our bodies (H 2).
- The importance of, and how to maintain personal hygiene (H6).
- To reflect upon feelings that can arise in response to change and loss (H 5).
- Know how to keep safe in relation to online, road, water, and fire safety (H 12).
- To recognise different types of teasing and bullying and learn strategies to resist teasing and bullying if they experience or witness it and whom to go to and how to get help (R 13/14).
- Develop a rich vocabulary to describe a range of feelings and be supported in addressing them in an appropriate manner through stories and discussion of issues that can arise in everyday school and home life and be supported to offer constructive support and feedback to their peers (R 7).
- How to describe and share a range of feelings.
- Ways to feel good, calm down or change their mood e.g., playing outside, listening to music, spending time with others.
- How to manage big feelings including those associated with change, loss, and bereavement.
- When and how to ask for help, and how to help others, with their feelings.
- How to recognise risk in everyday situations, e.g., road, water and rail safety, medicines.
- How to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'.
- To identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger.
- How to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products.
- About things that people can put into their body or onto their skin (e.g., medicines and creams) and how these can affect how people feel.
- How to respond if there is an accident and someone is hurt.
- About whose job it is to keep us safe and how to get help in an emergency, incl. how to dial 999 and what to say.
- About routines and habits for maintaining good physical and mental health.
- Why sleep and rest are important for growing and keeping healthy.
- That medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies.
- The importance of, and routines for, brushing teeth and visiting the dentist.
- About food and drink that affect dental health.
- Begin to understand that we have a responsibility in helping reduce the spread of infection and to develop simple skills to help prevent disease spreading.
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### Relationship and Sex Education

## Strand: Equality and Justice

### Exploring Human Rights

- Distinguish the difference between wants and needs and understand how these differ for people around the world.
- Identify and name basic rights and begin to develop an awareness of the rights outlined in the UN Convention on the Rights of the Child.
- Explore rights and responsibilities in relation to the other children in the school, locally and globally and to understand the contributions they can make to ensure these rights are upheld.

### Promoting Equality

- Become aware of and appreciate diversity in the school, nationally and globally e.g., culture, ethnicity, religion, family units and lifestyle.
- Begin to explore how people are interconnected and depend upon each other – the concept of interdependence, e.g., the postal worker, school nurse, the doctor, the dentist, the factory worker, the entrepreneur, the politician, the fire officer, the traffic warden etc.

### Exploring the Democratic Process

- Participate in a class culture of speaking and listening.
- Discuss rules and develop class charters for in the class, school, and playground.
- Articulate his/her own attitudes, experiences, and values.
- Develop decision-making, co-operation, and negotiation skills.
- Participate in the running of the school by participating in whole-class and whole-school votes, and being given the opportunity to join school councils, Eco-Teams etc.

### Activating Equality through Positive Action

- Extend care and friendship worldwide by participating in whole school events and campaigns such as Red Nose Day, Send my Friend to School etc.
- Participate in whole school assemblies on topics such as Human Rights.
- Begin to become aware of equality issues through celebrations such as International Children's Day, Black History Month, and International Women's Day.
- Continue to critically reflect on equality and justice issues that may arise in school and begin to make links to wider local/global issues.



- Appreciate that we all need caring for and identify ways to care for one another (understanding that we all have different needs and need different types of care).
- Learn about: the process of growing from young to old and how needs change; growing and changing and the new opportunities/responsibilities that increasing independence may bring; the names for the main parts of the body (including external genitalia); the similarities between boys and girls.
- Discuss what is meant by 'privacy'; their right to keep things private; respecting the privacy of others (H 16).
- Discuss and identify what kind of physical contact is acceptable, unacceptable, and uncomfortable and know who they can tell and how to tell them using stories as a prompt (R 10).
- Understand the importance of looking after our bodies and personal hygiene.
- How to recognise hurtful behaviour, including online.
- What to do and whom to tell if they see or experience hurtful behaviour, including online.
- About what bullying is and different types of bullying.
- How someone may feel if they are being bullied.
- About the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help.
- How to resist pressure to do something that feels uncomfortable or unsafe.
- How to ask for help if they feel unsafe or worried and what vocabulary to use.
- About the human life cycle and how people grow from young to old.
- How our needs and bodies change as we grow up.
- To identify and name the main parts of the body including external genitalia (e.g., vulva, vagina, penis, testicles).
- About change as people grow up, including new opportunities and responsibilities.
- Preparing to move to a new class and setting goals for next year.

## Strand: Belief Systems

### Christianity, Humanism

- Those with no religious faith

### Key Figures

- Recall the names and styles of dress for the Christianity belief system and know that leaders of humanist ceremonies are called 'Celebrants'.
- Explore the role of leaders for those with no religious faith.
- Discuss the role of these leaders in their own communities.
- Become aware of the significance of the 'happy human' symbol within Humanism
- Become aware of the symbols of water and candles in Christianity
- Notice and respond sensitively to similarities and differences between the belief systems taught in Key Stage One.

### Rites & Ceremonies

- Become familiar with naming ceremonies within humanism and those with no faith including customs, similarities, and differences
- Identify similarities and differences between the naming ceremonies studied across Key Stage One

### Celebrations

- Become aware of the absence of special festivals in Humanism, however, the emphasis on the importance of family, friendship, and kindness where cultural occasions are celebrated such as Harvest and Christmas.
- Make comparisons between these festivals e.g., festivals of light and dark.
- Examine the art, music and traditions associated with these festivals.

### Beliefs and Values

- Become aware of humanist ethics including empathy, the golden rule and taking care of other living creatures.
- Become aware of some Christian stories relating to Jesus' teaching of love and forgiveness.
- Explore the similarities and differences between these stories and humanist beliefs and values.
- Share experiences of special occasions and observances in his/her own life which are associated with ritual.

## Strand: Ethics and the Environment

### Knowledge and Awareness of Environmental Issues

- Be actively involved in maintaining an environmentally friendly classroom and school.
- Identify and explore different habitats and understand why different animals require different things in their habitats to survive.
- Begin to understand how human actions can have both a positive or a negative impact upon habitats and the environment.
- Understand the need to reduce waste and reuse and recycle materials and to learn how to use recycled materials in their everyday life to encourage sustainability e.g., reusable water bottles, bags for life etc.

### Activation of Responsibility and Stewardship

- Participate in nature walks to develop an understanding of eco-systems living in their local area.
- Plant bulbs/seeds and watch them grow to develop a sense of wonder in new life.
- Develop an environmental code for waste management in classrooms and the school.
- Take responsibility for the school environment by disposing of waste responsibly.
- Make birdfeeders and habitats for minibeasts for use at school and at home.
- Take an active role in maintaining the school grounds.
- Take responsibility for their local community and areas around the school.

### Economic Wellbeing and Sustainability

- The different value of coins/notes they use, which coins to choose when paying for items and to begin to be able to calculate change, understanding the importance of waiting for and checking change given.
- About the different ways in which money comes e.g., earning, winning, borrowing, finding, donated etc and how money will come to them in the future e.g., paid work
- About different ways of tracking money and spending, how to keep simple finance records and understand that money may run out if it is not carefully monitored.
- About the choices they have regarding saving and spending, how to make a simple saving plan and identify reasons why other people may make different choices about spending and saving money.
- How/why personal needs and wants affect how money is saved and spent and how this may differ in different places around the world.
- How to keep their money safe and the possible consequences of not doing so.
- The importance of saving and possible feelings associated with this process.
- That money, and ways to pay, has developed in many different forms throughout history e.g., barter, trade coins, notes, cash cards etc.

# Year 3 Learn Together

## Strand: Moral and Spiritual

### Exploring Moral Development

- Explore the values and codes of behaviour at school, home and in their local community through discussion and learning together.
- Create individual and class charters which reflect the values of the school and children's rights.
- Deepen their awareness of the core values studied in previous year's cycles.
- Begin an exploration of the concept of conscience and their ability to make personal and individual social choices through discussion of right and wrong, role play, drama, and school-based events.
- Begin to apply moral principles, insights, and reasoning skills to decision making through discussion and access to a wide range of reading materials.
- Take responsibility and accept consequences for his/her own actions within a safe climate that provides them with the opportunity for a dignified re-entry.
- Develop collaborative working skills in a range of contexts.
- Recognise that their increasing independence brings increased responsibility to keep themselves and others safe (linking to bullying and discrimination) (H11).
- Continue to develop skills to resolve conflict (R 12)
- Discuss what is meant by unacceptable, unhealthy, and risky behaviours and differentiate between the terms 'risk', 'danger' and 'hazard' (links to road, cycle, rail, water, and fire safety safety) (H9/13/21).
- Discuss how pressure to do something dangerous/unhealthy/anxiety provoking can cause unacceptable or risky behaviours and begin to think about where the pressure originates from and how to resist these pressures (H13).

### Cultivating Spiritual Growth

- Continue to cultivate stillness through mindful activities.
- Reflect and celebrate their achievements, identify their strengths and areas for improvement, setting high aspirations and goals (H4).
- Reflect upon and question life experiences e.g., change in Key Stage, loss, separation from friends/family (H8).
- Understand that differences and similarities between people arise from a number of factors: family, culture, ethnicity, race, religions, age, sex (R 13).

### Supporting Physical and Emotional Wellbeing

- Discuss what positively and negatively affects their physical, mental, and emotional health (H1).
- Develop the skills to make their own choices about food and exercise and be given the opportunity to make healthy meals, learning about the benefits of a balanced diet and lifestyle (H3).
- Discuss school rules about health and safety, why these are in place and where/how to get help in an emergency (H15).
- Learn the effects bacteria and viruses can have upon our health and learn how to reduce their spread (H 12).
- Begin to critically analyse images in the media (and online); understanding that they do not always reflect the truth (H4).
- Deepen their understanding of 'good' and 'bad' feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others (H6).
- Reflect upon feelings associated with change due to change in Key Stage, loss, and separation (H8).
- Explore the risk and dangers of household medicines; begin to discuss tobacco, alcohol and 'energy drinks' as potentially harmful substances; consider the meaning of the word 'drugs' (H 17).
- Develop a greater awareness about how to use technology in a responsible, safe way; inc. online safety (exploring why and how we use the internet) relating to sharing personal information; use of phones/tablets where appropriate.
- how to identify external genitalia and reproductive organs
- about the physical changes during puberty
- key facts about the menstrual cycle and menstrual wellbeing
- the importance of personal hygiene routines during puberty including washing regularly and using deodorant
- how to discuss the challenges of puberty with a trusted adult
- to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally
- what good physical health means and how to recognise early signs of physical illness
- that common illnesses can be quickly and easily treated with the right care e.g., visiting the doctor when necessary
- how to maintain oral hygiene and dental health, including how to brush and floss correctly
- the importance of regular visits to the dentist and the effects of different foods, drinks, and substances on dental health
- the importance of taking medicines correctly and using household products safely
- to recognise what is meant by a 'drug'

## Strand: Equality and Justice

### Exploring Human Rights

- Further develop the concepts of rights and responsibilities within the school and its surrounding area.
- Further explore the rights set out in UNCRC; understanding that these exist to protect everyone and have primacy over national law and family/community practices.
- Realise that not all children in the world have their rights respected.

### Promoting Equality

- Begin to explore the concept of discrimination and prejudice in relation to gender, ethnicity, age, family status and marital status
- Critically reflect upon stories/poems about people who have encountered discrimination and confronted positively.
- Discuss why/how rules and laws are enforced and why different rules are needed in different situations (L2)
- Appreciate the range of national, regional, religious, and ethnic identities in the UK.

### Exploring the Democratic Process

- Understand how democracy works in school through the Trust, PTA School Council, Eco-Team etc.
- Begin to understand how democracy works at a national level, discussing topical issues where appropriate.
- Engage with local issues e.g., closure of community libraries.
- Participate in a democratic process e.g., School Council, Eco-Team etc
- Participate in local, age-appropriate, democratic processes.

### Activating Equality through Positive Action

- Participate in a human right's climate in the classroom/school.
- Express his/her views by writing letters/speaking to elected representatives on issues relating equality and justice.
- Learn about people who have made a positive change through campaigning and protest.
- Develop an anti-discrimination charter.
- Discuss, debate, and analyse age-appropriate, controversial issues both at local and global level and begin to offer their own recommendations.
- Explore the concept of ethical shopping and actively support ethical shopping choices in their own and other people's lives e.g., Fair Trade.

- that drugs common to everyday life (e.g., cigarettes, e-cigarettes/vaping, alcohol, and medicines) can affect health and wellbeing
- to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects
- to identify some of the risks associated with drugs common to everyday life
- that for some people using drugs can become a habit which is difficult to break and how to ask for help or advice

**Relationship and Sex Education (RSE)**

- To recognise and respect that there are different types of families, including single parents, same-sex parents, stepparents, blended families, foster and adoptive parents.
- That being part of a family provides support, stability, and love.
- About the positive aspects of being part of a family, such as spending time together and caring for each other.
- About the different ways that people can care for each other e.g., giving encouragement or support in times of difficulty.
- To identify if/when something in a family might make someone upset or worried.
- What to do and whom to tell if family relationships are making them feel unhappy or unsafe.
- What is appropriate to share with friends, classmates, family, and wider social groups including online
- About what privacy and personal boundaries are, including online.
- Basic strategies to help keep themselves safe online e.g., passwords, using trusted sites and adult supervision.
- That bullying and hurtful behaviour is unacceptable in any situation.
- About the effects and consequences of bullying for the people involved.
- About bullying online, and the similarities and differences to face-to-face bullying.
- What to do and whom to tell if they see or experience bullying or hurtful behaviour.

**Strand: Belief Systems**

Judaism  
Hinduism

**Key Figures**

- Identify the sacred writings associated with key religious figures in Judaism and Hinduism
- Know the stories associated with how these writings emerged.
- Understand the relevance of these writings in their various traditions.
- Become aware of the special books, objects, and symbols important to Hindu and Jewish people.

**Rites & Ceremonies**

- Examine the similarities and differences of marriage and/or funeral rites and ceremonies pertaining to Judaism & Hinduism
- Become familiar with acts of worship for Hindu and Jewish people, including places of worship.

**Celebrations**

- Research the diversity of traditions associated with festivals celebrated by Hindu and Jewish people e.g., how Hanukah is celebrated differently in different denominations and cultures around the world.
- Begin to draw comparisons between the celebrations observed in Judaism & Hinduism.

**Beliefs and Values**

- Identify and compare the key values of Judaism & Hinduism
- Examine how these impact on how people behave.
- Begin to consider how their own beliefs and values have been influenced; have they been influenced by religion or other factors?

**Strand: Ethics and the Environment**

**Knowledge and Awareness of Environmental Issues**

- Deepen their awareness of how human actions impact upon the environment and the effects of this for future generations e.g., air pollution, plastic pollution, clearing of farmlands.
- Explore how we can enhance our environment for future generations through energy conservation, tree planting, preservation of habitats, waste management.
- Help maintain recycling areas in the school e.g., recycling bins, compost heaps, wormeries battery collections, stationery collections etc.
- Help maintain recycling in and around in the school.

**Activation of Responsibility and Stewardship**

- Participate in an environmental project.
- Participate in drawing up a school environmental charter.
- Discover ways to move towards an environmentally friendly lifestyle
- Become involved in local community clean up days/anti-litter campaigns.
- Help maintain a garden/flower patch within the school grounds.
- Debate and critically analyse environmental, local, global issues.
- Become aware of the controversial nature of some environmental issues through role-play, debate, dialogue, and discussion.
- Research and present work on the environment in a range of ways e.g., verbal/computer presentation, poems, displays, video/film etc
- Explore what being part of a community means, their responsibility in this and the varied institutions, charities and voluntary groups that support communities locally, nationally, and globally (L 9/11).
- Become aware of how they can support greater waste management in their local area e.g., to know where their local recycling centre is, special bins in their locality, ethical shopping choices.

**Economic Wellbeing and Sustainability**

- Understand that cash is only one way to pay for things and can describe other ways of paying e.g., debit card, credit cards, online payments.
- Plan and track my saving and spending by keeping simple records
- Explore how other people can affect and influence decisions I make about saving and spending.
- Make spending choices based on their understanding of needs and wants.
- Learn about different places that money can be kept e.g., a standard and/or online bank account, building society, credit union and explore the benefits of each of these.
- Understand that if I don't have enough money, I may be able to borrow, but this will need to be paid back.
- Understand that there are a range of paid and unpaid jobs and begin to explore the type of job I may want to do when I am older to earn money.
- Explore how my spending decisions can help and aid others e.g., buying Fairtrade, using charity shops, donating money.



# Year 4 Learn Together

## Strand: Moral and Spiritual

### Exploring Moral Development

- Explore the values and codes of behaviour at school, home and in their local community through discussion and learning together.
- To create individual and class charters which reflect the values of the school and children's rights.
- Deepen their awareness of the core values studied in previous year's cycles.
- Access a range of resources (books, articles, newspapers, news) to help further develop their understanding of the concept of conscience and examine potential factors that may shape a person's sense of right and wrong and guide behaviour.
- Take responsibility and accept the consequences of his/her own actions and to be given opportunity to discuss the consequences received and any further consequences that may arise as a result of their actions.
- Develop collaborative working skills in a range of contexts.
- Recognise that their increasing independence brings increased responsibility to keep themselves and others safe (linking to bullying discrimination, stereotyping) (H11).
- Continue to develop skills to resolve conflict, understand and be able to use assertiveness skills and resist external pressures (R 12).
- Build resilience by being supported to recognise, predict, and assess risks in different situations (link to road, cycle, rail, water, and fire safety) and learn how to manage these responsibly; knowing when/how to seek help (H10).

### Cultivating Spiritual Growth

- Reflect and celebrate their achievements, identify their strengths and areas for improvement, setting high aspirations and goals (H4).
- Continue to cultivate stillness through mindful-based activities.
- Continue to reflect upon and question life experiences such as loss, separation from friends/family; developing the ability to sympathise/empathise with others who may have also been through similar experiences (H8).
- Understand that differences and similarities between people arise from a number of factors: family, culture, ethnicity, race, religions, age, sex (R 13).

### Supporting Physical and Emotional Wellbeing

- Discuss what positively and negatively affects their own and other's physical, mental, and emotional health and how this can impact day-to-day life (H1).
- Develop the skills to make their own choices about food and exercise and be given the opportunity to make healthy meals, learning about the benefits of a balanced diet and lifestyle (H3).
- Learn about the effects bacteria and viruses can have upon our health and learn how to reduce their spread (H 12).
- Begin to critically analyse images in the media(online); understanding that they do not always reflect the truth (H4).
- Deepen their understanding of 'good' and 'bad' feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others (H6).
- Build upon previous year's exploration of 'drugs'; begin to explore stereotypes attached to the use of drugs (H 17).
- Develop a greater awareness about how to use technology in a responsible and safe way; inc. online safety relating to sharing personal information; and use of phones and tablets where appropriate.
- how to identify external genitalia and reproductive organs
- about the physical changes during puberty
- key facts about the menstrual cycle and menstrual wellbeing
- the importance of personal hygiene routines during puberty including washing regularly and using deodorant
- how to discuss the challenges of puberty with a trusted adult
- to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally
- what good physical health means and how to recognise early signs of physical illness
- that common illnesses can be quickly and easily treated with the right care e.g., visiting the doctor when necessary
- how to maintain oral hygiene and dental health, including how to brush and floss correctly
- the importance of regular visits to the dentist and the effects of different foods, drinks, and substances on dental health
- the importance of taking medicines correctly and using household products safely
- to recognise what is meant by a 'drug'

## Strand: Equality and Justice

### Exploring Human Rights

- Further develop the concepts of rights and responsibilities within the school and its surrounding area.
- Further explore the rights set out in UNCRC; understanding that these exist to protect everyone and have primacy over national law and family/community practices.
- Understand that some rights can be in conflict and that certain skills are required to resolve conflict in these situations.

### Promoting Equality

- Examine further the concept of discrimination and prejudice in relation to disability, sexual orientation, gender.
- Critically reflect on age-appropriate historic and current affairs about people who have encountered discrimination through discussion and debate.
- Discuss why/how rules and laws are enforced, why different rules are needed in different situations and how to participate in making/changing such rules (L2)
- Appreciate the range of national, regional, religious, and ethnic identities in the UK.

### Exploring the Democratic Process

- Understand how democracy works in school through the Trust, PTA School Council, Eco-Team etc.
- Begin to understand how democracy works at a national level, discussing topical issues where appropriate.
- Engage with local issues e.g., closure of community libraries.
- Participate in a democratic process e.g., School Council, Eco-Team etc
- Participate in local, age-appropriate, democratic processes.

### Activating Equality through Positive Action

- Participate in a human right's climate in the classroom/school.
- Express his/her views by writing letters/speaking to elected representatives on issues relating equality and justice.
- Learn about people who have made a positive change through campaigning and protest.
- Develop an anti-discrimination charter.
- Discuss, debate, and analyse age-appropriate, controversial issues both at local and global level, offer their own recommendations
- Begin to explore and critique how the media presents information to the public.
- Explore the concept of ethical shopping and actively support ethical shopping choices in their own and other people's lives e.g., Fair Trade.

- that drugs common to everyday life (e.g., cigarettes, e-cigarettes/vaping, alcohol, and medicines) can affect health and wellbeing
- to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects
- to identify some of the risks associated with drugs common to everyday life
- that for some people using drugs can become a habit which is difficult to break and how to ask for help or advice

Relationship and Sex Education

- To recognise and respect that there are different types of families, including single parents, same-sex parents, stepparents, blended families, foster and adoptive parents.
- That being part of a family provides support, stability, and love.
- About the positive aspects of being part of a family, such as spending time together and caring for each other.
- About the different ways that people can care for each other e.g., giving encouragement or support in times of difficulty.
- To identify if/when something in a family might make someone upset or worried.
- What to do and whom to tell if family relationships are making them feel unhappy or unsafe.
- What is appropriate to share with friends, classmates, family, and wider social groups including online
- About what privacy and personal boundaries are, including online.
- Basic strategies to help keep themselves safe online e.g., passwords, using trusted sites and adult supervision.
- That bullying and hurtful behaviour is unacceptable in any situation.
- About the effects and consequences of bullying for the people involved.
- About bullying online, and the similarities and differences to face-to-face bullying.
- What to do and whom to tell if they see or experience bullying or hurtful behaviour.

**Strand: Belief Systems**

Christianity  
Islam

Key Figures

- Identify the sacred/important writings and teachings associated with Christianity and Islam
- Know the stories associated with how these writings emerged.
- Understand the relevance of these writings in their various traditions.

Rites & Ceremonies

- Examine the similarities and differences of marriage and/or funeral rites and ceremonies pertaining to Christianity & Islam
- Examine the links between religious rites and ceremonies and their beginnings in older traditions such as harvest festival, Winter Solstice
- Begin an exploration of the nature of pilgrimage and the link to older pagan traditions.

Celebrations

- Research the diversity of traditions associated with festivals celebrated by Christians & Muslims e.g., how Christmas may be celebrated differently in different denominations and cultures around the world.
- Begin to draw comparisons between the celebrations observed in Christianity and Islam
- Research similar cultural difference in celebrations of religions also covered in Year 3 (Judaism & Hinduism)

Beliefs and Values

- Identify and compare the key values of Christianity & Islam
- Examine how these impact on how people behave and how they relate to their own world views, beliefs, and values.
- Discuss and debate how we develop our own beliefs and values i.e., are all our beliefs and values shaped by religion? Do you have to have a religion to live a moral life?

**Strand: Ethics and the Environment**

Knowledge and Awareness of Environmental Issues

- Deepen their awareness of how human actions impact upon the environment and the effects of this for future generations e.g., air pollution, plastic pollution and burning of fossil fuels.
- Consider and offer recommendations on how we can enhance our environment for future generations (nationally and globally) e.g., through energy conservation, waste management etc.
- Further develop the concept of waste management through creating and increasing awareness of the recycling centres and special bins in the locality.
- Help maintain recycling in and around in the school.

Activation of Responsibility and Stewardship

- Participate in an environmental project.
- Participate in drawing up a school environmental charter.
- Discover ways to move towards an environmentally friendly lifestyle e.g., turning off lights/ electrical appliances after use, walking/scooting to school.
- Become involved in local community projects serving to enhance our environment.
- Help maintain a garden/flower patch in the school grounds.
- Become aware of the controversial nature of some environmental issues through role-play, debate, dialogue, and discussion.
- Research and present work on the environment in a range of ways e.g., verbal/computer presentation, poems, displays, video/film etc.
- Explore what being part of a community means, their responsibility in this and the varied institutions, charities and voluntary groups that support communities locally, nationally, and globally (L 9/11).

Economic Wellbeing and Sustainability

- Understand the reasons for using different forms of payment inc. debit and credit cards.
- Plan and track spending and saving, understanding why this is important.
- Take into account other people's ideas and opinions when making decisions about money and explore different opinions regarding saving and spending.
- Make spending choices based on their understanding of needs and wants; knowing it is not always possible to get everything right away.
- Examine the complexities of storing money and explore why using an account (e.g., a standard/online bank account, building society, credit union) can help make this easier.
- Explain why they or others may need to borrow money and understand the consequences associated with borrowing money e.g., debt.
- Examine the different pay for different jobs and explore why some jobs pay more than others, exploring the morality and ethics of this.



- Explore how my spending decisions can help and aid others (e.g., buying Fairtrade, using charity shops, donating money) and investigate reasons why he/she may or may not want to give money to help others.

# Year 5 Learn Together

## Strand: Moral and Spiritual

### Exploring Moral Development

- Explore the values and codes of behaviour at school, home and in their local community through discussion and learning together.
- To create individual and class charters which reflects the values of the school and children's rights.
- Deepen their awareness of the core values studied in previous year's cycles.
- Recognise that their increasing independence brings increased responsibility to keep themselves and others safe (linking to bullying discrimination, stereotyping, cyber bullying, 'trolling' prejudice-based language).
- Explore what is meant by 'informed choices' and to begin to understand how this relates supports life choices. (H2)
- Build resilience by being supported to recognise, predict, and assess risks in different situations (with links to road, cycle, rail, water, and fire safety safety) and learn how to manage these responsibly; knowing when/how to ask help (H10).
- Discuss how pressure to behave in unacceptable, unhealthy, or risky ways can come from a variety of sources e.g., people we know, the media and what they can do to support others as well as themselves in resisting these pressures (H13).

### Cultivating Spiritual Growth

- Reflect and celebrate their achievements, identify their strengths and areas for improvement, setting high aspirations and goals (H4).
- Continue to cultivate stillness through mindful-based activities
- Understand that differences and similarities between people arise from a number of factors: family, culture, ethnicity, race, religions, age, sex, disability (R 13).

### Supporting Physical and Emotional Wellbeing

- To recap what can positively and negatively affect their physical, mental, and emotional health and to Learn about the organisations and support systems available to them, which serve to support them (H1).
- Develop the skills to make their own choices about food and exercise and be given the opportunity to make healthy meals; understanding what might influence their choices and learning about the benefits of a balanced diet and lifestyle (H3).
- Learn about the effects bacteria/viruses have upon our health and to learn how to reduce their spread (H 12).
- Begin to critically analyse images in the media (and online); understanding that they do not always reflect the truth and can affect how people view and feel about themselves (H4).
- Continue to explore and discuss a range of positive and negative feelings and recognise that they may experience conflicting emotions (H6/7).
- Reflect upon feelings associated with change due loss, separation, and divorce; developing the ability to sympathise/empathise with others who may have also been through similar experiences (H8).
- Explore what is meant by the term habits and why habits can be hard to change (H16).
- Explore laws relating to drugs and alcohol – looking at both legal and illegal drugs – and peer pressures surrounding drugs (H 17).
- Develop a greater awareness about how to use technology in a responsible and safe way; inc. how to keep safe online in relation to sharing personal information and sharing of information of others; and responsible use of tablets/mobile phones (looking after them, time limits, use of pass codes, turning off at night).
- ways to boost their mood and improve emotional wellbeing
- about the link between participating in interests, hobbies and community groups and mental wellbeing
- how sleep contributes to a healthy lifestyle
- healthy sleep strategies and how to maintain them
- about the benefits of being outdoors and in the sun for physical and mental health
- how to manage risk in relation to sun exposure, including skin damage and heat stroke
- how medicines can contribute to health and how allergies can be managed
- that some diseases can be prevented by vaccinations and immunisations
- that bacteria and viruses can affect health
- how they can prevent the spread of bacteria and viruses with everyday hygiene routines
- to recognise the shared responsibility of keeping a clean environment
- to identify when situations are becoming risky, unsafe or an emergency
- to identify occasions where they can help take responsibility for their own safety
- to differentiate between positive risk taking (e.g., trying a challenging new sport) and dangerous behaviour
- how to deal with common injuries using basic first aid techniques
- about the physical and emotional changes that occur in puberty, including erections and wet dreams

## Strand: Equality and Justice

### Exploring Human Rights

- Understand that in addition to basic rights there are also: development rights such as education, play and leisure, cultural activities, and access to information: participation rights such as freedom to express opinion, freedom to join an association and to gather together peacefully; protection rights to guard children against abuse, neglect, and exploitation.
- Understand how these rights are not mutually exclusive and might overlap.
- Be involved in in-depth exploration of human rights and responsibilities in a local context e.g., the right to a home, the right to asylum, the right to not be discriminated against.
- Examine and consider (at an age-appropriate level) the rights of people living in other places and countries; beginning to consider similarities.

### Promoting Equality

- Critically evaluate media coverage of equality and justice issues (current and/or historic).
- Begin to have knowledge and understanding of legislation in the UK that prohibit unfair discrimination e.g., the Equality Act 2010 and international conventions.
- Examine an equality issue in relation to minorities in the UK, e.g., refugees, ethnic minorities, religious minorities.

### Exploring the Democratic Process

- Understand how democracy works in school (through the Trust, PTA, School Council etc), locally and nationally.
- Discuss topical issues relating to democracy where appropriate.
- Engage with local/national issues e.g., closure of community libraries.
- Participate in a democratic process e.g., School Council, Eco-Team etc
- Participate in local, age-appropriate, democratic processes.
- Develop skills required to make submissions to the local authority, national parliament etc.

### Activating Equality through Positive Action

- Participate in a human right's climate in the classroom/school.
- Express his/her views by writing letters/speaking to elected representatives on issues relating equality and justice.
- Learn about people who have made a positive change through campaigning and protest.
- Develop an anti-racist charter.
- Discuss, debate, and analyse age-appropriate, controversial issues both at local and global level, offer their own recommendations
- Begin to explore and critique how the media presents information to the public.
- Explore the concept of ethical shopping and actively support ethical shopping choices in their own and other people's lives e.g., Fair Trade.

- strategies to manage the changes during puberty (including menstruation) and maintain good hygiene
- about the products available to use during menstruation, including their environmental impact
- how to get information, help and advice about puberty
- that female genital mutilation (FGM) is against British law
- what to do and whom to tell if they think they or someone they know might be at risk of FGM

Relationship and Sex Education

- What makes a healthy friendship and how they make people feel included.
- How to recognise if a friendship is making them feel unsafe, worried, or uncomfortable
- When and how to seek support in relation to friendships.
- To identify what physical touch is acceptable, unacceptable, wanted, or unwanted in different situations.
- How to ask for, give and not give permission for physical contact.
- How it feels in a person's mind and body when they are uncomfortable.
- That it is never someone's fault if they have experienced unacceptable contact.
- How to respond to unwanted or unacceptable physical contact.
- That no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about.
- Whom to tell if they are concerned about unwanted physical contact.
- About personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes.
- How pregnancy occurs i.e., when a sperm meets an egg and the fertilised egg settles into the lining of the womb, including IVF – this links to the Year 5 Science curriculum, which teaches the life process of reproduction in some plants and animals

**Strand: Belief Systems**

Humanism  
Sikhism  
(Touch upon Islam)

Key Figures

- Explore the concept of authority as exercised by religious leaders and find out how these leaders are chosen in Islam, Humanism & Sikhism
- Explore the concept of authority for those with agnostic, atheist, and secular worldviews.
- Become aware of the special books, objects, and symbols important to Sikh people.

Rites & Ceremonies

- Learn about rites of passage in Humanism and Sikhism.
- Consider rites of passage for those with agnostic, atheist, and secular worldviews
- Discuss the similarities and differences between Sikhism, Islam, and Humanism in respect of ritual, ceremony, and rites of passage.

Celebrations

- Listen to and experience the sound of music used in Humanism & Sikhism to celebrate their faith.
- Look at and respond to the differing art forms associated with festivals celebrated in Humanism and Sikhism.
- Present project work for this unit in the form of school assembly or exhibition.

Beliefs and Values

- Examine the common links in religious codes of conducts in Islam and Hinduism and locate common/shared values across these belief systems.
- Describe and understand the links between stories and other aspects of Sikh and Islamic communities, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
- Examine how codes of conduct are shaped for people with agnostic, atheist, and secular worldviews.
- Explore at class level how the values taught in Islam, and Hinduism can affect and benefit society.
- Explore the beliefs, values and viewpoints of atheists and agnostics and how these can affect and benefit society.
- Visit places of worship.

**Strand: Ethics and the Environment**

Knowledge and Awareness of Environmental Issues

- Become aware of the impact of air, water, waste, and litter pollution on natural and man-made environments locally, nationally, and globally.
- Be aware of the power and effects of natural disasters on our environment.
- Develop an understanding of and become involved in conservation projects e.g., energy and water
- Further explore the interdependent relationship between humans and nature and how this contributed to the delicate balance of life on earth.

Activation of Responsibility and Stewardship

- Participate in an environmental project.
- Participate in drawing up a school environmental charter.
- Discover ways to move towards an environmentally friendly lifestyle e.g., turning off lights/electrical appliances after use, walking/scooting to school.
- Become involved in local community projects serving to enhance our environment.
- Help maintain a garden/flower patch in the school grounds.
- Become aware of the controversial nature of some environmental issues through role-play, debate, dialogue, and discussion.
- Debate on environmental issues.
- Explore what is meant by and begin to develop enterprise skills (L 16).
- Research and present work on the environment in a range of ways e.g., verbal/computer presentation, poems, displays, video/film etc.
- Explore what being part of a community means, their responsibility in this and the varied institutions, charities and voluntary groups that support communities locally, nationally, and globally (L 9/11).

Economic Wellbeing and Sustainability

- Examine different forms of money in different countries and start to carry out simple calculations based on exchange rates.
- Understand the importance of keeping basic financial information e.g., receipts, bills, bank statements to plan and manage a basic budget.
- Examine the effects of advertising on people's spending habits.
- Make comparisons between prices; understanding that some things are better value for money than others.
- Begin to examine the potential risks of spending money online.
- Understand what interest is and that it may be added to money I borrow.
- Describe how having a job will allow me to achieve certain goals in life and that choices made relating to money will affect how we live.

- Explore how resources (such as money) are used around the world in sustainable development initiative and begin to critically evaluate whether such initiatives will provide long-term benefits for the communities involved.

# Year 6 Learn Together

## Strand: Moral and Spiritual

### Exploring Moral Development

- Explore the values and codes of behaviour at school, home and in their local community through discussion and learning together.
- To create individual and class charters which reflects the values of the school and children's rights.
- Deepen their awareness of the core values studied in previous year's cycles.
- Discuss how to make informed choices (to support personal choices) and to understand what resources are available to help us make these choices and how to critically analyse the information we receive(H2)
- Recognise that their increasing independence brings increased responsibility to keep themselves and others safe (linking to bullying discrimination, stereotyping, cyber bullying, 'trolling' prejudice-based language).

### Cultivating Spiritual Growth

- Reflect and celebrate their achievements, identify their strengths and areas for improvement, setting high aspirations and goals (H4).
- Understand that differences and similarities between people arise from a number of factors: family, culture, ethnicity, race, religions, age, sex, disability, gender identity and sexual orientation (R 13).
- Explore the difference between, and the terms associated with, sex, gender identity and sexual orientation (R 17).

### Supporting Physical and Emotional Wellbeing

- To recap what can positively and negatively affect their physical, mental, and emotional health and to Learn about the organisations and support systems available to them, which serve to support them (H1).
- Develop the skills to make their own choices about food and exercise and be given the opportunity to make healthy meals; understanding what might influence their choices and learning about the benefits of a balanced diet and lifestyle (H3).
- Discuss school rules about health and safety and why these are in place, basic emergency aid procedures and where and how to get help in an emergency (H15)
- Learn about the effects bacteria and viruses can have upon our health and to learn how to they can reduce their spread (H 12).
- Begin to critically analyse images in the media (and online); understanding that they do not always reflect the truth and can affect how people view and feel about themselves (beginning to explore the effects on body image) (H4).
- Continue to explore a range of positive and negative feelings and recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these. (H6/7).
- Reflect upon feelings associated with change due to change in Key Stage, divorce, and bereavement; developing the ability to sympathise/empathise with others and the skills/strategies that can support themselves and others (H8).
- Recap on laws relating to drugs and alcohol and peer pressure (linking to transition to secondary school) and begin to discuss the basic health consequences of drug use and the stereotypes attached to drug users/dealers (H 17).
- Develop a greater awareness about how to use technology in a responsible and safe way; inc. how to keep safe online in relation to sharing personal information and sharing of/managing requests of images of themselves and others (i.e. knowing who they can talk to if they feel uncomfortable or are concerned by such requests); and responsible use of tablets/mobile phones (looking after them, time limits, use of pass codes, turning off at night).
- to identify potential risks of personal information being misused
- strategies for dealing with requests for personal information or images of themselves
- to identify types of images that are appropriate to share with others and those which might not be appropriate
- that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be
- what to do if they take, share, or come across an image which may upset, hurt, or embarrass them or others
- how to report the misuse of personal information or sharing of upsetting content/ images online
- about the different age rating systems for social media, T.V, films, games, and online gaming
- why age restrictions are important and how they help people make safe decisions about what to watch, use or play
- about the risks and effects of different drugs
- about the laws relating to drugs common to everyday life and illegal drugs
- to recognise why people, choose to use or not use drugs, including nicotine, alcohol, and medicines as well as illegal drugs
- about the organisations where people can get help and support concerning drug use
- how to ask for help if they have concerns about drug use
- about mixed messages in the media relating to drug use and how they might influence opinions and decisions
- that mental health is just as important as physical health and that both need looking after
- to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support
- how negative experiences such as being bullied or feeling lonely can affect mental wellbeing
- positive strategies for managing feelings
- that there are situations when someone may experience mixed or conflicting feelings
- how feelings can often be helpful, whilst recognising that they sometimes need to be overcome

## Strand: Equality and Justice

### Exploring Human Rights

- Examine how rights (such as Children's Rights, Human Rights) have developed.
- Explore the rights of people in different places around the world.
- Explore the different types of rights e.g., natural, moral rights, legal rights.
- Carry out an in-depth exploration of a human right in a global context e.g., the right to an education, the right to an adequate standard of living.
- Understand that there are some cultural practices which are against British law and universal human rights such as FGM

### Promoting Equality

- Critically evaluate media coverage of equality and justice issues (current and/or historic).
- Begin to have knowledge and understanding of legislation in the UK and gin other parts of the world that prohibits unfair discrimination e.g., the Equality Act 2010 and international conventions.
- Explore an issue in depth such as homelessness. Poverty etc. comparing issues at a community/local/national/global level.

### Exploring the Democratic Process

- Understand how democracy works in school (through the Trust, PTA, School Council etc), locally and nationally.
- Discuss topical issues relating to democracy where appropriate.
- Engage with local/national issues e.g., closure of community libraries.
- Participate in a democratic process e.g., School Council, Eco-Team etc
- Participate in local, age-appropriate, democratic processes.
- Develop skills required to make submissions to the local authority, national parliament etc.
- Develop skills required to make submissions to the local authority, national parliament etc.

### Activating Equality through Positive Action

- Participate in a human right's climate in the classroom/school.
- Express his/her views by writing letters/speaking to elected representatives on issues relating equality and justice.
- Learn about people who have made a positive change through campaigning and protest.
- Develop an anti-racist charter.
- Discuss, debate, and analyse age-appropriate, controversial issues both at local and global level, offer their own recommendations
- Begin to explore and critique how the media presents information to the public.

Explore the concept of ethical shopping and actively support ethical shopping choices in their own and other people's lives e.g., Fair Trade.



- to recognise that if someone experiences feelings that are not so good (most or all the time) – help and support is available
- identify where they and others can ask for help and support with mental wellbeing in and outside school
- the importance of asking for support from a trusted adult
- about the changes that may occur in life including death, and how these can cause conflicting feelings
- that changes can mean people experience feelings of loss or grief
- about the process of grieving and how grief can be expressed
- about strategies that can help someone cope with the feelings associated with change or loss
- to identify how to ask for help and support with loss, grief, or other aspects of change
- how balancing time online with other activities helps to maintain their health and wellbeing
- strategies to manage time spent online and foster positive habits e.g., switching phone off at night
- what to do and whom to tell if they are frightened or worried about something they have seen online

Relationship and Sex Education

- Understand that civil partnerships and marriage are examples of public demonstration of commitment between two people who love and care for each other, want to spend their life together, who are of legal age and who are freely entering into it (and to force marriage is a crime) (R 5/20).
- Discuss in a safe and appropriate environment how their body will change as they approach puberty (H 18).
- Learn about human reproduction; explaining how babies are made, some simple facts about pregnancy and conception, decisions that need to be made before having a baby (H 19).
- Explore and identify the skills and qualities needed to be a parent/carer.
- Understand how HIV can be transmitted.
- Understand that they have the right to protect their body from unwanted contact that makes them feel uncomfortable; understanding that actions such as FGM constitute abuse and are a crime and to develop the skills and strategies required to get support if they have fears for themselves or their peers. (H20)
- to compare the features of a healthy and unhealthy friendship
- about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong
- strategies to respond to pressure from friends including online
- how to assess the risk of different online ‘challenges’ and ‘dares’
- how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable
- how to get advice and report concerns about personal safety, including online
- what consent means and how to seek and give/not give permission in different situations
- what it means to be attracted to someone and different kinds of loving relationships
- that people who love each other can be of any gender, ethnicity, or faith
- the difference between gender identity and sexual orientation and everyone’s right to be loved
- Describe ways in which media can shape ideas about gender; identify messages about gender roles and make judgements based on them; challenge and explain why it is important to reject inappropriate messages about gender online
- to recognise some of the changes as they grow up e.g., increasing independence
- about what being more independent might be like, including how it may feel
- about the transition to secondary school and how this may affect their feelings
- about how relationships may change as they grow up or move to secondary school
- practical strategies that can help to manage times of change and transition e.g., practising the bus route to secondary school
- Identify the links between love, committed relationships and conception.
- What sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults.
- That pregnancy can be prevented with contraception.
- About the responsibilities of being a parent or carer and how having a baby changes someone’s life.

**Strand: Ethics and the Environment**

Knowledge and Awareness of Environmental Issues

- Become aware of the impact of air, water, waste, and litter pollution on natural and man-made environments locally, nationally, and globally.
- Be aware of the power and effects of natural disasters on our environment.
- Develop an understanding of and become involved in conservation projects e.g., energy and water.
- Work with younger children in the school to support the development of their knowledge and awareness of environmental issues.

Activation of Responsibility and Stewardship

- Participate in an environmental project.
- Participate in drawing up a school environmental charter.
- Discover ways to move towards an environmentally friendly lifestyle e.g., turning off lights/electrical appliances after use, walking/scooting to school.
- Become involved in local community projects serving to enhance our environment.
- Help maintain a garden/flower patch in the school grounds.
- Become aware of the controversial nature of some environmental issues through role-play, debate, dialogue, and discussion.
- Debate on environmental issues.
- Explore what is meant by and begin to develop enterprise skills (L 16).
- Research and present work on the environment in a range of ways e.g., verbal/computer presentation, poems, displays, video/film etc.
- Explore what being part of a community means, their responsibility in this and the varied institutions, charities and voluntary groups that support communities locally, nationally, and globally (L 9/11).

Economic Wellbeing and Sustainability

- Continue to examine other currencies and exchange rates and know why it is important to understand other currencies when travelling.
- Understand the importance of keeping basic financial information e.g., receipts, bills, bank statements to plan and manage a basic budget.
- Become critical consumers; recognising that our choices around money are influenced by advertising and other factors.
- Make comparisons between prices; understanding that some things are better value for money than others and that making informed decisions will support money management.
- Examine risks/benefits of online shopping and describe ways to keep money and personal information safe when completing online transactions.
- Examine the benefits and risks associated with saving and borrowing money and how both can impact upon our own and other’s feelings.
- Understand how wages are distributed and how and why some money is deducted (e.g., tax and N.I.) to provide things we all need e.g., NHS; ways in which the government uses money to provide for my needs and those of others; and why/how some of the money we earn supports the wider community.
- Explore how resources (such as money) are used around the world in sustainable development initiatives and begin to critically evaluate whether such initiatives will provide long-term benefits for the communities involved.

**Strand: Belief Systems**

Christianity  
Buddhism

Key Figures

- Explore the concept of authority as exercised by religious leaders and find out how these leaders are chosen in Buddhism and Christianity.
- Examine the belief systems studied within upper key stage 2 (Humanism, Sikhism, Christianity, Buddhism & Islam) to identify any common features which may exist between religious leaders, e.g., the emergence of differences within

Celebrations

- Listen to and experience the sound of music used in Christianity & Buddhism, to celebrate their faith.
- Look at and respond to the differing art forms associated with festivals celebrated in Christianity and Buddhism.
- Present project work for this unit in the form of school assembly or exhibition.

Beliefs and Values

- Examine the common links in religious codes of conducts in Christianity and Buddhism and locate common/shared values across these belief systems.



religious traditions, the problems that arose across traditions and to consider of leaders have affected moves towards closer integration or wider separation

- Become aware of the special books, objects, and symbols important to Buddhists

#### Rites & Ceremonies

- Learn about rites of passage in Buddhism, & Christianity.
- Discuss the similarities and differences between Christianity and Buddhism in respect of ritual, ceremony, and rites of passage.
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- Describe and understand the links between stories and other aspects of Christian and Buddhist communities, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
- Explore at class level how the values taught in Christianity, and Buddhism can affect and benefit society.
- Visit places of worship