

PSHCE, RSE and D&A at Copperfield

Resilience
Citizenship and community spirit
Moral Compass
British Values
Problem solving, co-operation
and teamwork
Confidence, self-worth
and happiness
Bouncing back to happiness
Caring for my friends
and the place where I live
Responsibility for my choices
Understanding we are all different
Keeping Safe
Project management
Positive self-talk
Recovering from setback
Respecting other people's
cultures and beliefs



Subject Leadership

CONTENTS

3. Subject Leadership at Copperfield
4. How does the role of Subject Leader fit into Copperfield's Ofsted Statement of Action?
5. Aligning INTENT, IMPLEMENTATION AND IMPACT to the Education Inspection Framework to ensure we meet the criteria for a good quality of education
7. PHSCE on a Page
8. Long Term Plan/Overview
9. Key Assessment Criteria
18. Vocabulary Progression
19. Overview/Frequently Asked Questions

EXAMPLE

Subject Leaders at Copperfield

- Subject Leaders provide professional leadership for a subject or group of subjects to secure high-quality first teaching, a rich curriculum and the effective use of resources. The success of this will be measured by the impact on learning and progress for pupils.
- We do not expect Subject Leaders to be an 'expert' in the subject they lead. What is important is that they have the overview of what is going well and what needs to be improved – based on evidence.
- Subject leaders at Copperfield are part of both the Middle Leadership and the Copperfield Extended Leadership Teams
- Each Subject Leader has an assigned Mentor (from SLT)

All Subject Leaders will

- Be part of our distributed leadership
- Utilise the expertise, passion, pedagogical awareness and strengths of other leadership team members
- Establish a collective responsibility for demonstrating that everyone makes a difference
- Moving the school forward through driving the implementation aspect of each subject
- Professionally develop themselves and other staff team members
- Raise standards across all aspects of the curriculum
- Enrich the curriculum
- Share knowledge, expertise, skill, passion and enthusiasm

How does the role of Subject Leader fit into Copperfield's Ofsted Statement of Action?

The staff, pupils and school community are working on areas identified in the May 2021 Ofsted inspection.

'Leaders are developing their plans to ensure that all areas of the curriculum are equally ambitious and well sequenced. Currently, they are focusing on science and history. Leaders should review existing wider curriculum planning to ensure that essential knowledge is explicitly identified and sequentially mapped out from Nursery to Year 6. For this reason, the transition arrangement has been applied in this case'.

This handbook, along with every other handbook, maps out the sequential curricular links from Nursery to Year 6.

Our Curriculum Statement

Copperfield has an ambitious and aspirational curriculum designed to meet each individual's needs and to give all learners the knowledge and cultural capital they need to succeed in life. Strong teachers have been appointed to key posts within the school. They are aware of national curriculum developments, pedagogical developments, and a range of strategies have been implemented to improve practice to meet the needs of pupils effectively'

Our Four Drivers, making a well sequenced and ambitious curriculum.

Ethical, informed Individuals.

At Copperfield we aim to build confident, open-minded individuals who feel safe and secure within a caring environment based on mutual respect where everyone is valued and is able to maximise their individual potential. Children from our community may need to develop their self-esteem, confidence and communication skills. An example of this is our comprehensive PSHE curriculum, weekly Values Assembly, and expansive Wellbeing Programme, which all support with self-esteem, independence, perseverance and self-discipline. Our curriculum will also prepare our children to successfully engage with the wider community, as we educate the children on inclusivity and British values. Our 'hands-on' approach to learning in all areas of the curriculum will ensure the children have many opportunities to practice the traits and values they are learning on a daily basis.

Ambitious Capable Learners (Skills and Knowledge).

Our aim is to make learning exciting, enjoyable, relevant and appropriately challenging to build upon what learners already know. Reading is at the heart of our curriculum, it is central to all that we do. Children will read and enjoy a range of books from a myriad of genres. Enriching the children's vocabulary, knowledge and imagination. We also aim for every child to become confident and competent mathematicians, achievable through our maths mastery approach. Beyond the core subjects, the children's knowledge and awareness of how the wider curriculum, such as the arts, humanities, and sports, can be applied in, and have an impact on, their community will be explored. The children will be able to recite key facts and demonstrate their learning of news skills through various forms of outcomes.

Experiences to Inspire

Aware that children seldom explore beyond their very immediate community, our curriculum is designed to broaden the children's horizon. To inspire. The curriculum will be brought alive through hands-on experiences designed to teach and link new skills and knowledge to prior learning. Where possible, the learning will happen beyond the classroom, either on the school grounds, local community or beyond. To enhance their learning for each topic, the children will meet knowledgeable and engaging individuals (virtually or physically) whilst also immerse themselves in the worlds of craft, art, food and sport – taking the learning of skills and knowledge beyond textbooks and into real life experiences. Reach2's 11b411 has also been embedded into our curriculum, to help enrich the children's learning even further.

Successful in Society

Mindful that some challenges in the local community could have an impact on the children's learning and progress, the school continues to be an outward looking school. Through using the curriculum and resources at our disposal, we openly encourage the parents to engage with, and learn from, the children's curriculum and thus better place them to progress and prosper along with their children. Termly invitations to curriculum days, parent & teacher curriculum conferences and parent workshops with keynote speakers all come together as a package of support, upskilling and development for parents. This level of support for the support network is designed to elevate the standing of education, increase parental engagement and drive progress in the community. Running throughout the curriculum are our values we embed the 6 values in everything we do.

Aligning INTENT, IMPLEMENTATION AND IMPACT to ensure we meet the criteria for a good quality of education in the Education Inspection Framework

INTENT

Our curriculum is:

- deliberately ambitious
- designed to give all learners, particularly the most disadvantaged and SEND or high needs, the knowledge and cultural capital they need to succeed in life
- coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- broad and balanced, and allows all pupils access to the full range of subjects, throughout all years, from Nursery to Year 6
- successfully adapted to meet the needs of all learners, especially those with SEND, to develop their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence

IMPLEMENTATION

1. Teachers have good subject knowledge of the subject(s) they teach, and leaders support those teaching outside their main areas of expertise
2. Teachers:
 - present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching
 - check learners' understanding systematically
 - identify misconceptions accurately
 - provide clear, direct feedback
 - respond, and adapt their teaching as necessary
3. Teaching is designed to help learners to remember in the long-term the content they have been taught, and to integrate new knowledge into larger concepts
4. Teachers and Leaders:
 - use assessment well to help learners embed and use knowledge fluently, or to check understanding and inform teaching
 - understand the limitations of assessment, and do not use it in a way that creates unnecessary burdens for staff and learners
5. Teachers create an environment that focuses on pupils:
 - textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study
 - materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
6. Work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge
7. Reading is prioritised to allow pupils to access the full curriculum offer

8. A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading:
 - At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils
 - Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read
9. The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning
10. Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well

IMPACT

1. Pupils develop detailed knowledge and skills across the curriculum, and as a result achieve well. This is reflected in results from national tests
2. Pupils are ready for the next stage of education:
 - they have the knowledge and skills they need to go on to destinations that meet their interests and aspirations, and the course of study
 - those with SEND achieve the best possible outcomes
3. Pupils' work across the curriculum is of good quality
4. *Pupils:*
 - *read widely and often, with fluency and comprehension appropriate to their age*
 - *apply mathematical knowledge, concepts and procedures, appropriately for their age*

ON A PAGE

The Copperfield Way

PSHCE, RSE and D&A

Intent:

Pupils at Copperfield Academy will be resilient, community spirited, have good morals, understand and follow British Values, be able to problem solve within a team and be confident and happy individuals.

The key principles that pupils will study are;

- Resilience, Citizenship and Community Spirit, Moral Compass, British Values, Problem solving and teamwork, Confidence, Self-worth and happiness
- Through this the children will acquire the understanding of;

Caring, helpfulness, creativity, generosity, happiness, honesty, friendliness, neighbourliness, courage, flexibility, joyfulness, self-control, respect, confidence, understanding, forgiveness, courtesy, kindness, co-operation, determination, fairness, liberty, tolerance, patience, justice, trust, unity, truthfulness, perseverance, positivity, curiosity, service, orderliness

- Pupils at Copperfield will have a good understanding of Sex, Relationships Education (SRE) and Drugs Education in relation to their age

Implementation:

- Values assemblies on a Monday will focus on different values (please see Values Assemblies on the shared drive for different values that have been covered)
- Linked to values assemblies are exit posters that each class complete throughout the week related to that value
- PSHCE differentiated lessons taught in classes and across phases (using the Charter Education and Christopher Winter project schemes of work)

Impact (Anticipated/expected):

- Pupils at Copperfield Academy will be resilient, community spirited, have good morals, understand and follow British Values, be able to problem solve within a team, be confident and happy individuals, and to have a good understanding of RSE and Drugs education for their age

LONG TERM PLAN

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Resilience Bouncing back to Happiness	My Family and Me	How am I feeling?	Pressures I may Face	My Feelings and Me	Similarities, Differences and Stereotypes	My Mental Health and Me
Autumn 2	Citizenship and Community Spirit Caring for my friends and the place where I live	Being the Healthiest Me	My Friends and Me	Great Friends Think Alike	Responsible Me	Careers Week	Choices, Choices, Choices
Spring 1	Moral Compass Trousers of Truthfulness	Citizenship	Healthy Me	Looking After Me	Respecting the Individual	Online Safety	Living in an Online World
Spring 2	British Values How can we be polite and courteous?	Caring for the Wider World	Jobs in our Community	People in our Community	Managing Myself and My Behaviour	First Aid and Head Injuries	Changing Relationships
Summer 1	Problem solving, co-operation and teamwork Co-operative Classrooms	Safe Me	My Body	We are Family	Collective Responsibility	Growing Up	Reproduction
Summer 2	Confidence, self-worth, and happiness Brave as a Lion	Economics	Where's the Risk	First Aid	Puberty	What do I know about Drugs?	Moving on UP

KEY ASSESSMENT CRITERIA

By the end of the year, children should be able to...						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
EYFS Thinking Skills	<p>Share views respectfully</p> <p>Give reasons for ideas with evidence/ examples</p> <p>Agree and disagree respectfully.</p> <p>Connect an idea to another idea</p>	<p>Show that they are actively listening and responding</p> <p>Suggest what might happen if...</p> <p>Demonstrate how to build on others' ideas</p> <p>Be an effective member in small group tasks</p> <p>Suggest different possibilities/ideas</p>	<p>Identify big ideas in a stimulus and ask questions related to these</p> <p>Support and build on the ideas of others</p> <p>Keep focussed on the matter at hand</p> <p>Explain how ideas are linked</p> <p>Explore a range of different possibilities</p>	<p>Empathise with how others are feeling/thinking about something</p> <p>Encourage others to join in discussions</p> <p>Draw upon evidence and own experiences</p> <p>Suggest reasoned conclusions</p> <p>Show a willingness to illustrate the ideas of others with own experiences</p> <p>Identify associated concepts and explain their relevance and connections</p>	<p>Show appreciation for the comments of others i.e. that is a really good point/that has made me think about...</p> <p>Question peers to support progress in an enquiry</p> <p>Evaluate own evidence offered and that offered by others i.e. I think that example is...</p> <p>Air feelings in a way that supports the enquiry</p> <p>Encourage others to contribute to an enquiry</p> <p>Evaluate in some detail the range of possibilities</p>	<p>Show an interest in the progress of an enquiry</p> <p>Show that they have extended their thinking beyond the PSHE session</p> <p>Evaluate a range of reasoned conclusions</p> <p>Identify assumptions and evaluate their impact</p> <p>Summarise the progress of an enquiry</p> <p>Suggest ways in which an enquiry might move to make progress</p> <p>Suggest and explain new and novel ideas that build on the ideas of others</p>

<p>Health and Wellbeing</p>	<p>How specific rules and restrictions help them to keep safe.</p> <p>Who helps them to stay healthy and what that means (e.g. parent, dentist, doctor)</p> <p>That things people put into or onto their bodies can affect how they feel</p> <p>How medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy</p> <p>Why hygiene is important and how simple routines can stop germs from being passed on</p> <p>What they can do to take care of their personal hygiene on a daily basis, e.g. brushing teeth and hair, hand washing</p> <p>That people have different roles within the community to help</p>	<p>How specific rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)</p> <p>How to recognise and identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them these situations</p> <p>How to recognise and resist pressure to do something that makes them feel unsafe or uncomfortable</p> <p>Recognise that not everything they see online is true or trustworthy</p> <p>Recognise whether something is unsafe, scaring them or they are worried about it and how to tell a trusted adult</p>	<p>How to recognise hazards that could cause themselves (or others) harm and how to reduce them</p> <p>Understand how equipment and clothing can help keep you protected and safe</p> <p>That their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable</p> <p>How to recognise and resist pressure to do something that makes them feel unsafe or uncomfortable (including online)</p> <p>How everyday health and hygiene rules and routines help people stay safe and healthy</p> <p>How to react and respond if there is an accident and how to deal with minor injuries e.g. bites and stings</p>	<p>How to recognise personal qualities and individuality</p> <p>Understand how their personal attributes and achievements contribute to their self-esteem and feeling of self-worth</p> <p>How everyday things can affect feelings and how they change over time and can be experienced at different levels of intensity</p> <p>The importance of expressing feelings and how to respond proportionately as well as manage them in different circumstances</p> <p>How to managing feelings at times of loss, grief and change</p> <p>How and where to access advice and support to help manage their own or others' feeling</p> <p>About puberty and how bodies change</p>	<p>To recognise and respect similarities and differences between people and there are a range of factors that contribute to a person's identity</p> <p>How individuality and personal qualities make up someone's identity (including gender identity)</p> <p>Understand stereotypes, including those in relation to protective characteristics, and how they are not always accurate, and can negatively influence behaviours and attitudes towards others</p> <p>How to challenge stereotypes and assumptions about others</p> <p>How to carry out basic first aid and that if someone has experienced a head injury,</p>	<p>Understand the links between mental and physical health</p> <p>How wellbeing can be supported by positive friendships and involvement in clubs and community groups</p> <p>How to make choices that support a healthy, balanced lifestyle including calories content and nutrition.</p> <p>That drugs can affect health and how to manage situations involving them</p> <p>How to recognise early signs of physical or mental ill health and what to do about this, including whom to speak to in and outside school</p> <p>That health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on</p> <p>Health problems can become worse if not addressed early on and</p>
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	<p>them (and others) keep safe - the jobs they do and how they help people</p> <p>Recognise and have an understanding of who can help them in different places and situations; how to attract someone's attention or ask for help; what to say</p> <p>How to respond safely and appropriately to adults they don't know</p> <p>Understand the importance of asking for support and to keep trying until they are heard if they feel unsafe or worried for themselves or others</p>	<p>Recognise that different things are needed to keep the body healthy e.g. food and drink, physical activity, sleep and rest</p> <p>Recognise that eating and drinking too much sugar can affect their health, including dental health</p> <p>To understand how to be physically active and how much sleep they should be getting everyday</p> <p>Recognise the need to limit screen-time and that we can learn and play in a variety of different ways</p>	<p>What to do in an emergency, including calling for help and speaking to the emergency services</p> <p>Understand what constitutes a healthy balanced diet</p> <p>How to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist</p> <p>Recognise how not eating a balanced diet can negatively affect health and why people choose to eat what they do</p> <p>Understand that regular physical activity benefits</p>	<p>during puberty. including menstruation, hygiene routines, emotions and feelings</p> <p>How to ask for advice and support about growing and changing and puberty</p> <p>How to recognise, predict, assess and manage risk in different situations including the local environment and less familiar locations</p> <p>Understand that you can be influenced by peers' behaviour and by a desire for peer approval</p> <p>How individuality and personal qualities make up someone's identity</p>	<p>they should not be moved</p> <p>When it is appropriate to use first aid and the importance of seeking adult help</p> <p>Importance of remaining calm during an emergency and providing clear information</p> <p>How drugs common to everyday life can affect health and wellbeing</p> <p>That some drugs are legal and other drugs are illegal and the laws surrounding them are designed to protect us</p> <p>Why people choose to use drugs, how the use of them can become a habit and how the risks associated with them can be prevented</p>	<p>that anyone can experience them</p> <p>Mental health difficulties can usually be resolved or managed with the right strategies and support</p>
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	<p>How to raise the alarm if there is an accident and someone is hurt, including dialling 999 and what to say</p>	<p>The importance of spending time outdoors and how to keep safe in the sun</p> <p>How to recognise, name and describe a range of feelings as well as what helps them to feel good, or better if not feeling good</p> <p>How feelings can change based on different things/ times and experiences and that these are not the same for each individual</p> <p>How feelings can affect people in their bodies and their behaviour</p> <p>Understand there are ways to manage a range of feelings and the importance of sharing them with someone they trust</p>	<p>bodies and feelings and that a lack of activity can affect health and wellbeing</p> <p>How to be active on a daily and weekly basis and how to make physical activity choices to support this - how to balance time online with other activities</p> <p>How lack of sleep can affect the body and mood and simple routines that support good quality sleep</p>	<p>How to set goals for themselves as well as manage set-backs, learn from their mistakes and reframe unhelpful thinking</p> <p>Understand that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law</p>	<p>How to ask for help from a trusted adult if they have any worries or concerns about drugs</p> <p>How people's online actions can impact on other people how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online and how to report concerns,</p>	
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<p>Relationships</p>	<p>What they like/dislike and are good at</p> <p>What makes them special, their personal features or qualities and how everyone has different strengths and qualities unique to them</p> <p>What children have in common and how they are similar or different to others</p> <p>To use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private*</p> <p>That family is one of the groups they belong to, as well as, for example, school, friends, clubs</p> <p>That there are different people in the family they belong to</p>	<p>Know how to make friends and recognise when they feel lonely and what they could do about it</p> <p>Know what friendly behaviour is and what makes you a good friend</p> <p>Know how to resolve arguments that can occur in friendships as well as how to ask for help if particular friendships are making them unhappy</p> <p>How their actions can affect people's feelings</p> <p>How to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe</p> <p>Why calling others names, teasing, bullying and excluding children</p>	<p>Understand how wellbeing can be supported by friendships and the importance of seeking support if you are feeling lonely or excluded</p> <p>Learn strategies to include children that are feeling lonely and excluded as well as how to spot those that are</p> <p>How to build healthy friendships and identify qualities that contribute to positive friendships</p> <p>Recognise that sometimes friendships have difficulties and identify how to manage problems or arguments and resolve problems or differences of opinion</p> <p>How to recognise and get support if a friendship is making you feel unhappy, unhealthy or unsafe</p>	<p>Recognise how people's behaviour affects themselves and others, including online</p> <p>How to be polite and courteous in different situations and recognise the respectful behaviour they should receive in return</p> <p>About the relationship between rights and responsibilities</p> <p>That people have the right to privacy and how to recognise when a confidence or secret should or should not be kept (shared with a trusted adult)</p> <p>That everyone should feel included, respected and be aware of the process of stereotyping; how to respond if they witness or experience exclusion, disrespect or discrimination</p>	<p>To know about the different types of relationships people have in their lives</p> <p>How friends and family communicate with each other and how the internet and social media can be used positively</p> <p>Knowing the difference between contact with someone online and face-to face</p> <p>How to recognise risk in relation to friendships and keeping safe</p> <p>Understand the key stages to the human life cycle including menstruation, ejaculation, emotions and feelings</p> <p>How to recognise and ask for help or advice if puberty worries me.</p>	<p>That people have different kinds of relationships in their lives, including romantic or intimate relationships*</p> <p>That people who are attracted to and love each other can be of any gender, ethnicity or faith *</p> <p>That adults can choose to be part of a committed relationship or not, including marriage or civil partnership</p> <p>Understand that marriage is a choice and should be wanted equally by both people and that forcing someone to marry against their will is a crime*</p> <p>How puberty relates to growing from childhood to adulthood</p> <p>About the reproductive organs and process - how babies are conceived and</p>
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	<p>How their family members, or people they feel are special, act to make them feel loved and cared for</p> <p>Understand what makes families the same and what makes them different, e.g. features of family life, including what families do / enjoy together</p> <p>That it is important to tell someone (such as a trusted adult in school) if something about their family makes them feel unhappy or worried</p>	<p>deliberately is unacceptable and how to respond if this happens in different situations</p> <p>How to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so</p>	<p>That families don't all have the same structure*</p> <p>That positive family life often includes shared experiences, e.g. celebrations, special days or holidays</p> <p>How people within families should care for each other and the different ways they demonstrate this</p> <p>How to recognise and ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</p>	<p>How to recognise and respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concern</p>	<p>Recognise the types of content (including images) that are safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family</p> <p>How to recognise and respond if a friendship is making them feel worried, unsafe or uncomfortable</p> <p>How to recognise inappropriate pressure, contact or concerns about personal safety and how to respond to his by asking for help and advice</p>	<p>born and how they need to be cared for*</p> <p>How growing up and becoming more independent comes with increased opportunities and responsibilities</p> <p>That friendships may change as they grow and how to manage this</p> <p>How to manage changes such as: including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing</p>
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<p>Living in the Wider World</p>	<p>What money is, how it is obtained and that is comes in multiple forms</p> <p>How to make choices about spending money, saving money and how to keep it safe</p> <p>The difference between what we need and what we want</p> <p>How behaviour, both kind and unkind, can affect others; how to be polite and courteous; how to play and work co-operatively</p> <p>That they have responsibilities both in and out of the classroom</p> <p>That both people and animals need to be cared for</p> <p>That they and others can help care for the environment and what can harm it both locally and globally</p>	<p>The importance of having a job to help people earn money to pay for things they need and want</p> <p>How people have different skills and interests that enable them to do different jobs</p> <p>About a variety of different jobs, including those done by people they know or people who work in their community</p> <p>How the internet and digital devices helps people do their jobs and carry out their everyday lives</p>	<p>That they belong to different groups and communities outside of your immediate family</p> <p>What makes a community diverse; how the local/wider community around the school is made up of different groups</p> <p>How recognising and valuing the contributions of others helps everyone within the community feel included</p> <p>How to be respectful towards people who live different lives than they do</p>	<p>How there is a collective responsibility to help protect the world around us</p> <p>How the environment can be effected by the everyday choices that we make, including what we choose to buy or spend money on</p> <p>The skills and vocabulary needed to share their thoughts, ideas and opinions in discussion about topical issues</p> <p>How to show care and concern for both people and animals</p>	<p>What influences peoples' decisions when spending or saving money and how people keep track of their money</p> <p>To recognise that there are risks inherent in gambling, the impact that these can have and why people still do it</p> <p>Understanding the different choices and options people have to pay for things</p> <p>How to understand whether things are value for money and what this means to different people</p> <p>That money can be won, lost or stolen and that money can affect people's feelings and emotions</p> <p>There are a broad range of different jobs and people often have more than one during their careers and over their lifetime</p>	<p>How the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions</p> <p>That not everything should be shared online or social media and that there are rules about this, including the distribution of images</p> <p>That mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions</p> <p>How text and images can be manipulated or invented as well as strategies to recognise this</p> <p>To evaluate the reliability of how different types of online content and media</p> <p>To recognise and respond to unsafe or</p>
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					There are skills, attributes, qualifications and training needed for different jobs	suspicious content online How information is tailored to meet the interests of individuals and groups, and
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EXAMPLE

					<p>and some are paid more than others (including unpaid voluntary work)</p> <p>People's choice of a career/job is influenced by interests, skills and pay and there are different ways into them such college, apprentices and university</p> <p>How to question and challenge stereotypes about the types of jobs people can do</p>	<p>how it can be used to influence them</p> <p>How to recognise whether content they view online is age appropriate and make decision based on this</p> <p>How to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue</p>
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EXAMPLE

VOCABULARY PROGRESSION

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Accident Behaviour Belong Bottom, Common Community Consent Diet Differences Earn Economics Empathy Endangered Environment Exercise Feelings Female Finance Fundraising Gender Global Healthy Hygiene Immunisation Male, Medicine Money Mutual respect Need negative Penis Pollution Positive Private Recycle Reduce	Appropriate/ Inappropriate Arguments Bullying Careers Consent Contact, devices Digital Diversity Emotion Endorphins Excluding Feeling Harm harmful Hazards hurtful Job description Local Loyal Mediation Mindfulness Nutrients Occupation Online safety Personal change Personal space Physical plaque Protect Protect public Resolve	Aerobic Balanced Diet Casualty Cavities Celebrations Challenging Conflicting Consent Contribute Courteous Cultural Decay Emergency Experiences External False Advertisements First aid Gay Goals Injury Lesbian Maintain manners Minimise multi- Cultural opinions, Oral permission Personal qualities Pescatarian Photoshop Polite, react Pressure recognise Regular Flossing Resist	Achievements Aggressive, Anti- Social Approval Attributes Circumstances Climate Change Commitment, Communication Compromise Confidence Consent Consequences Crisis Debate Discrimination Equality Grief Human rights Identity Illegal Individuality Influence Intensity Laws Legal life cycle Loss Menstruation Peers Period Politics Positive mindset prejudice privacy proportionately	Addiction Administer Adoption Assumptions Bisexual Body image Characteristics civil Partnerships Consent Ejaculation epi pen Foster Gambling Gender neutral heterosexual Homosexual Inhaler Media Menstrual cycle Misinformation misleading, Online footprint Prescription Prevent Qualification Restricted resuscitate Side effects Social media Sole parenting Sperm stepfamilies Trans gender Transferable skills Unrestricted Wet dreams	Adoption Affect Anxiety Arranged marriage Calorie Conception Consent Critical Effect Egg Embryo Fertilisation Forced marriage Fostering hacking Intercourse interracial IVF lifestyle Manipulate mental health mental health problems Ovary physical health Platonic pop ups Reproduction Reproductive organs Reproductive system strategies stress Surrogacy Testes Transition Tutor

OVERVIEW OF SUBJECT/MONITORING/PROGRESSION/COVERAGE AND OUTCOMES



- Has the school made the objectives of their curriculum clear for your subject?
 - Does the school's curriculum for your subject align with national policy and statutory requirements?
 - How do you know your curriculum is working? Can you demonstrate how you know?
 - Why is the curriculum right for the children in your school at this time?
 - What are the strengths of your current subject curriculum?
 - What are the areas of the curriculum that might need development?
 - How effectively are curriculum policies and plans translated into practice?
 - Is the same importance given to all foundation subjects?
 - How is the curriculum delivered across each year group and across key stages, ensuring progress in skills, knowledge and understanding from different starting points?
 - How is progress and attainment measured?
 - How are pupils given opportunities to apply basic skills in your subject?
 - Where is the evidence of pupils' SMSC development?
 - What is the impact of the curriculum in your subject on the pupils' outcomes
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