

Curriculum Planning – Key skills and knowledge covered in each Year group

Social Studies

Personal, Social, Health, Economic and Citizenship Education. Relationships and Sex Education. Values Education

KS2																						
<p>Key Themes:</p> <p>Relationships: caring and respect</p> <p>Health, safety & Well-being: including online safety</p> <p>Living in the Wider World: Independence, integrity & being prepared for the future</p>	<p>Teaching Sequence in Social Studies</p> <ul style="list-style-type: none"> Review previous area studied and link to weekly skills builder themes. Discuss current concept in relation to learning intention Use talk, role play, circle time to share ideas and discuss Record through photographs/Seasaw/books Weekly Skills Builder activities and rewards 	<p>Learning, working and growing together.</p>	<p>Being introduced to the key vocabulary skills and knowledge to be respectful, caring, healthy individuals who remember to do the right thing at all times. This includes tolerance and respect for those that may lead different lives, have different cultures or different beliefs and to recognise and understand school and British values.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Identity</td> <td>Their personal qualities, attitudes, skills, attributes and achievements and what influences these</td> </tr> <tr> <td>Relationships</td> <td>Including different types and in different settings</td> </tr> <tr> <td>Health</td> <td>Including physically, emotionally and socially (including within relationships, work-life, exercise and rest, and diet)</td> </tr> <tr> <td>Risk and safety</td> <td>Identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others. (including behaviour and strategies to employ in different settings)</td> </tr> <tr> <td>Diversity and equality</td> <td>In all its forms</td> </tr> <tr> <td>Rights and responsibilities</td> <td>Including the notion of universal human rights, consent, fairness and justice, and caring for the environment</td> </tr> <tr> <td>Change and resilience</td> <td>As something to be managed. The skills, strategies and ‘inner resources’ we can draw on when faced with challenging change or circumstance.</td> </tr> <tr> <td>Power</td> <td>How it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and ‘win-win’ outcomes</td> </tr> <tr> <td>Economic wellbeing</td> <td>Including enterprise, employability, careers, spending and saving and economic understanding</td> </tr> </table>		Identity	Their personal qualities, attitudes, skills, attributes and achievements and what influences these	Relationships	Including different types and in different settings	Health	Including physically, emotionally and socially (including within relationships, work-life, exercise and rest, and diet)	Risk and safety	Identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others. (including behaviour and strategies to employ in different settings)	Diversity and equality	In all its forms	Rights and responsibilities	Including the notion of universal human rights, consent , fairness and justice, and caring for the environment	Change and resilience	As something to be managed. The skills, strategies and ‘inner resources’ we can draw on when faced with challenging change or circumstance.	Power	How it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and ‘win-win’ outcomes	Economic wellbeing	Including enterprise, employability, careers, spending and saving and economic understanding
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Progression in KS2																						
	Year 3	Year 4	Year 5	Year 6																		
Relationships	<p>They can describe key emotional responses to events/actions and how to manage these responses.</p> <p>They can demonstrate that they recognise their own worth and that of others.</p> <p>They can express their views and listen to those of others.</p> <p>They can talk about families acknowledging that not all families look the same.</p>	<p>They can express their views confidently and listen to and show respect for the views of others.</p> <p>They know what a friend is and does and how to cope with some friendship problems.</p> <p>They can identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring)</p>	<p>They can identify ways to face new challenges.</p> <p>They can recognise the importance of friendships in relation to emotional well-being.</p> <p>They can recognise if relationships are making them feel unhappy or unsafe and how to seek help or advice.</p> <p>They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way</p>	<p>They can reflect on and evaluate their achievements and strengths</p> <p>They can recognise and discuss the importance of relationships.</p> <p>They can discuss ways that relationships change over time and how to negotiate and compromise within relationships.</p> <p>They can discuss safe sexual relationships and its place within a consensual, respectful, caring context. (Voluntary)</p>																		

<p>Health, Safety and Well-being</p>	<p>Children can make choices about how to develop healthy lifestyles.</p> <p>They are able to talk about things that might affect their emotional health.</p> <p>They can describe actions that may be safe/unsafe.</p> <p>They can share their understanding of basic first aid.</p>	<p>Children can describe a healthy diet.</p> <p>They are able to talk about what risk means in relation to keeping safe</p> <p>They understand when they should keep secrets and promises, and when they should tell somebody about them</p> <p>They can discuss medicines and their use to combat illness and the potential risks.</p> <p>They can share their understanding of basic first aid.</p>	<p>They can identify and explain how to manage risks in different familiar situations.</p> <p>They can list commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these.</p> <p>They are aware of appropriate boundaries with in relationships</p> <p>They can share their understanding of basic first aid.</p>	<p>They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and well-being.</p> <p>They can identify some factors that affect emotional health and well-being and suggest some possible actions to support good emotional and physical health.</p> <p>They are able to recognise, predict and assess risks in different situations, deciding how to manage them safely.</p> <p>They can share their understanding of basic first aid.</p>
<p>Living in the Wider World</p>	<p>They can share their understanding of the differences between rules and laws.</p> <p>Children can explain how their actions have consequences for themselves and others.</p> <p>They describe what tolerance and respect means in relation to others in school.</p> <p>They can show how they care for the environment in the local community</p> <p>They can discuss the role money plays in their lives including how to manage their money</p>	<p>They can describe British Values and give examples of these in practice.</p> <p>They can describe the nature and consequences of bullying and can express ways of responding to it.</p> <p>They can describe some of the different beliefs and values in society.</p> <p>They can demonstrate respect and tolerance towards people different from themselves</p> <p>They can share their opinions on spending choices and when it might be better to save.</p>	<p>They can debate concepts of rights, responsibilities, rules and laws demonstrating an understanding of right, wrong and fairness.</p> <p>They can respond to or challenge negative behaviours, such as stereotyping and aggression.</p> <p>They can recognise difference and diversity and can demonstrate understanding and empathy towards others who live different lives</p> <p>They can debate environmental issues, offering possible solutions.</p> <p>They can talk about how important work/money is in their own and their families' everyday life and how it affects present and future.</p>	<p>They can identify positive ways to face new challenges.</p> <p>They can assertively challenge prejudice and discrimination.</p> <p>They can demonstrate their understanding of government, justice, rules, laws and what democracy means and the processes involved</p> <p>They can talk about a range of jobs, and explain how they will develop skills to work in the future.</p> <p>They can demonstrate how to earn, look after and save money and how important money is in society</p>

Year 3

Theme 1		Theme 2		Theme 3		Theme 4	
Concepts	Knowledge	Concepts	Knowledge	Concepts	Knowledge	Concept	Knowledge
Rights and responsibilities	Share their understanding of the differences between rules and laws School rules Why and how laws are made and enforced	Relationships	Know how to resolve differences.	Diversity and Equality	Know opinions and views of themselves and society and how these are influenced by others, including media.	Health	Know how to keep healthy in mind and body Make choices about how to develop a healthy lifestyle.
Identity & Diversity	What makes each of us special? Demonstrate that they recognise their own worth and that of others.	Change & Resilience	Describe emotional responses to events/actions and managing these responses.	Relationships	Describe what tolerance and respect means. Talk about families recognising that not all families look the same.		Talk about things that might affect their emotional health.
		Power	Explain how their actions have consequences for themselves and others.	Identity	Express their own views and listen to those of others.	Economic wellbeing	Share their understanding of basic emergency help. Discuss the role money plays in their lives including how to manage money. Enterprise week
Vocabulary	See vocabulary list	Risk and safety	They can describe actions that may be safe/unsafe Road safety e-safety	Vocabulary	See vocabulary list	Vocabulary	See vocabulary list

Year 4

Theme 1		Theme 2		Theme 3		Theme 4	
Concepts	Knowledge	Concepts	Knowledge	Concepts	Knowledge	Concept	Knowledge
Power	To know the difference between a democracy and a dictatorship (BV) To know what bullying is and how to respond. They can describe the nature and consequence of bullying and can express ways of responding to it.	Rights and Responsibilities	To know what rule of law and freedom of expression mean. (BV)	Economic wellbeing	Fair trade Share their opinion on spending choices and when it might be better to save.	Risk and safety	Making choices – wellbeing, safety Know when they should keep secrets and promises and when to tell someone
Relationships /change and resilience	To know what a friend is and does and how to cope with some friendship problems.	Diversity and equality	To know what tolerance means and how to show respect. They can demonstrate respect and tolerance towards people different from themselves	Relationships	Relationships, family, marriage, community, friendships. Identify different types of relationships and show ways to maintain good relationships.		Discuss medicines and their use to combat illness and the potential risks
		Identity	They can express their views confidently and listen to other points of view.	Health	To know what would be a healthy meal Describe a healthy diet.	Rights and responsibilities	Understand the impact humans have on their environment.

						Economic well being	Enterprise week
Vocabulary	See vocabulary list	Vocabulary	See vocabulary list	Vocabulary	See vocabulary list	Vocabulary	See vocabulary list

Year 5

Theme 1		Theme 2		Theme 3		Theme 4	
Concepts	Knowledge	Concepts	Knowledge	Concepts	Knowledge	Concepts	Knowledge
Relationships/ health	Explore the boundaries of friendship. Discuss body and emotional changes at puberty and ways of dealing with these.(not compulsory)	Diversity & Equality	To know their worth as individuals and equality rights and responsibilities. (BV) Recognise difference and diversity and demonstrate understanding and empathy towards others who live different lives.	Power	Know how to respond to negative behaviours.	Health	To know how to lead a healthy lifestyle.
Risk & Safety	Aware of appropriate boundaries within relationships. Recognise the importance of friendships in relation to emotional wellbeing. Emotions and responsible choices. Recognise if relationships are making them feel unhappy or unsafe and how to seek help or advice.	Risk and safety	To know how to use social media and technology safely.	Change and resilience	Respond to and/or challenge negative behaviours such as stereotyping or aggression.	Rights and responsibilities	To know how change is affecting the environment. Debate environmental issues offering possible solutions
		Rights and responsibilities	Debate concepts of rights, responsibilities, rules and laws demonstrating an understanding of right, wrong and fairness. (BV)	Risk and safety	Identify and explain how to manage risks in different familiar situations.	Economic wellbeing	Discuss work & money and how they affect present and future Enterprise week
				Risk/safety Health	Share understanding of basic first aid. To know the health benefits and dangers of legal and illegal drugs and substances.		
Vocabulary	See vocabulary list	Vocabulary	See vocabulary list	Vocabulary	See vocabulary list	Vocabulary	See vocabulary list

Year 6

Theme 1		Theme 2		Theme 3		Theme 4	
Concepts	Knowledge	Concepts	Knowledge	Concepts	Knowledge	Concepts	Knowledge

<p>Rights and responsibilities</p> <p>Power</p>	<p>Living by rules and being fair and just.</p> <p>Societies rules</p> <p>Know what ‘individual liberty’ means and why it is important in modern Britain. (BV)</p> <p>Demonstrate their understanding of justice, rules and laws. (BV)</p> <p>To know about the dangers of peer pressure.</p> <p>Make judgements and decisions and list ways of resisting negative peer pressure.</p>	<p>Rights and responsibilities</p> <p>Power</p> <p>Diversity and equality</p>	<p>To know the origins of democracy</p> <p>To know how voting systems work</p> <p>Demonstrate their understanding of what democracy means and the processes involved. (BV)</p> <p>Acceptance & tolerance (BV)</p> <p>To know and appreciate that people have similarities and differences</p> <p>Understand the term ‘Protected Characteristics’.</p> <p>To assertively challenge prejudice and discrimination</p>	<p>Health</p> <p>Risk and safety</p> <p>Identity</p> <p>Change and resilience</p>	<p>Mental health awareness – keeping healthy and reducing stress. Relaxation Healthy Body, healthy mind</p> <p>Designing a healthy diet</p> <p>They can identify factors that affect emotional health and wellbeing and suggest possible actions to support good emotional and physical health</p> <p>They are able to recognise, predict and assess risks in different situations, deciding how to manage them safely.</p> <p>Reflect upon and evaluate their own strengths and achievements.</p> <p>Identify positive ways to face new challenges</p>	<p>Health</p> <p>Relationships</p> <p>Economic wellbeing</p>	<p>To know about reproduction in relation to human relationships (not compulsory)</p> <p>Discuss safe sexual relationships and their place within a consensual, respectful, caring context. (not compulsory)</p> <p>Recognise and discuss the importance of relationships and how they change over time. Negotiate and compromise.</p> <p>Discuss jobs and skills needed for various careers. Demonstrate how to earn, look after and save money and its importance in society. Enterprise week</p>
<p>Vocabulary</p>	<p>See vocabulary list</p>	<p>Vocabulary</p>	<p>See vocabulary list</p>	<p>Vocabulary</p>	<p>See vocabulary list</p>	<p>Vocabulary</p>	<p>See vocabulary list</p>