

## 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

KS1																					
<p><b>Key Themes:</b></p> <p><b>Relationships:</b> caring and respect</p> <p><b>Health, safety &amp; Well-being:</b> including online safety</p> <p><b>Living in the Wider World:</b> Independence, integrity &amp; being prepared for the future</p>	<p><b>Teaching Sequence in Social Studies</b></p> <ul style="list-style-type: none"> <li>Review previous area studied and link to weekly skills builder themes.</li> <li>Discuss current concept in relation to learning intention</li> <li>Use talk, role play, circle time to share ideas and discuss</li> <li>Record through photographs/Seasaw/books</li> <li>Weekly Skills Builder activities &amp; rewards</li> </ul>	<p><b>Learning, working and growing together.</b></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: 20%;"><b>Identity</b></td> <td>Their personal qualities, attitudes, skills, attributes and achievements and what influences these</td> </tr> <tr> <td><b>Relationships</b></td> <td>Including different types and in different settings</td> </tr> <tr> <td><b>Health</b></td> <td>Including physically, emotionally and socially (including within relationships, work-life, exercise and rest, and diet)</td> </tr> <tr> <td><b>Risk and safety</b></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><b>Diversity and equality</b></td> <td>In all its forms</td> </tr> <tr> <td><b>Rights and responsibilities</b></td> <td>Including the notion of universal human rights, <b>consent</b>, fairness and justice, rules, laws and caring for the environment</td> </tr> <tr> <td><b>Change and resilience</b></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><b>Power</b></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><b>Economic wellbeing</b></td> <td>Including enterprise, employability, careers, spending and saving and economic understanding</td> </tr> </table>	<b>Identity</b>	Their personal qualities, attitudes, skills, attributes and achievements and what influences these	<b>Relationships</b>	Including different types and in different settings	<b>Health</b>	Including physically, emotionally and socially (including within relationships, work-life, exercise and rest, and diet)	<b>Risk and safety</b>	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)	<b>Diversity and equality</b>	In all its forms	<b>Rights and responsibilities</b>	Including the notion of universal human rights, <b>consent</b> , fairness and justice, rules, laws and caring for the environment	<b>Change and resilience</b>	As something to be managed. The skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance.	<b>Power</b>	How it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes	<b>Economic wellbeing</b>	Including enterprise, employability, careers, spending and saving and economic understanding
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Progression in KS1																					
	Year 1	Year 2																			
<b>Relationships</b>	<p>They can identify and name some feelings (for example through interpreting facial expressions) and express some of their own positive qualities.</p> <p>They can explain that people grow from young to old and understand relationships with in a family.</p> <p>They can explain different ways that family and friends should care for one another.</p>	<p>They can demonstrate that they can manage some feelings in a positive and effective way.</p> <p>They begin to share their views and opinions (for example talking about fairness).</p> <p>They can explain why friendships and families are important.</p> <p>They can set themselves simple goals.</p>																			
<b>Health, Safety and Well-being</b>	<p>They can explain ways of keeping clean and they can name the main external parts of the body.</p> <p>They can talk about ways to stay safe around the home and outside.</p> <p>They can describe who to trust and who not to trust.</p>	<p>They can make simple choices about some aspects of their health and well-being and know what keeps them healthy.</p> <p>They can talk about the harmful aspects of some household products, and describe ways of keeping safe in familiar situations.</p> <p>They can respond appropriately to an emergency situation involving first aid.</p>																			

<b>Living in the Wider World</b>	<p>They can share rules from school and home and talk about why we have rules.  They can decide on some rules for the classroom.  They can describe ways to make the school a caring community.  They show how they care for the school environment.  They can use money in the classroom to pretend to buy items.</p>	<p>They can talk about rules that they are familiar with and suggest why we have these.  They can recognise that bullying is wrong and can list some ways to get help in dealing with it.  They can recognise the effect of their behaviour on other people, and can cooperate with others  They can identify and respect differences and similarities between people.  They can discuss where money comes from – e.g. pocket money, and why we might want to save some of it.</p>
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		<b>Year 1</b>			
<b>Theme 1</b>		<b>Theme 2</b>		<b>Theme 3</b>	
<b>Concepts</b>	<b>Knowledge</b>	<b>Concepts</b>	<b>Knowledge</b>	<b>Concepts</b>	<b>Knowledge</b>
Relationships	I know that people grow from young to old. I can complete my family tree, understanding the relationships within my family.	Risk and safety	I can talk about ways to stay safe at home and outside. I know how to stay safe around fires/fireworks. I can talk about who I can trust and not trust.	Identity	I can name and recognise feelings. I can share my opinions on things that matter to me
Health	I know what will help me to keep healthy. I know the names of my external body parts. (science)			Economic well-being	I know the value of coins and can use them in the classroom to pretend to buy and sell.
				Risk and safety	I know how to keep safe online
Vocabulary	See vocabulary list	Vocabulary	See vocabulary list	Vocabulary	See vocabulary list
<b>Theme 4</b>		<b>Theme 5</b>			
<b>Concepts</b>	<b>Knowledge</b>	<b>Concepts</b>	<b>Knowledge</b>		
Relationships	I can explain ways that families show they care for each other.	Rights and responsibilities	I know some ways that I can care for the local environment. I know what is right/wrong. I know why we have rules.		
Diversity/equality	I can describe ways to make the school a caring community.				
Vocabulary	See vocabulary list	Vocabulary	See vocabulary list		
		<b>Year 2</b>			
<b>Theme 1</b>		<b>Theme 2</b>		<b>Theme 3</b>	
<b>Concepts</b>	<b>Knowledge</b>	<b>Concepts</b>	<b>Knowledge</b>	<b>Concepts</b>	<b>Knowledge</b>
Rights and responsibilities	I know our school rules and why we have these. I know what the word democracy means and why it is important.	Relationships	I can explain why friendships and families are important. I can talk about what makes a good friend. I know why integrity is important in relationships.	Risk and safety	I know how to keep safe in familiar situations. I know how to respond in an emergency situation, including first aid. I know how to keep safe online.
Diversity/equality	I can talk about what is fair/unfair. I know what tolerance means and why it is important.	Health	I know what keeps me healthy. I can recognise what are healthy options. (LINK DT)	Relationships/power	I know what bullying is and know why it is wrong.

	I can identify and respect similarities and differences between people.				I can describe ways to get help if I see bullying.
Vocabulary	See vocabulary list	Vocabulary	See vocabulary list	Vocabulary	See vocabulary list
<b>Theme 4</b>		<b>Theme 5</b>			
<b>Concepts</b>	<b>Knowledge</b>	<b>Concepts</b>	<b>Knowledge</b>		
Identity	I can talk about how I would feel in some circumstances and how I can manage these feelings. I can talk about what I am good at and what I can improve.	Rights and responsibilities	I can share ideas to help care for and improve the school environment.		
Risk and safety	I know that some household products are dangerous.	Economic well-being	I know where money comes from and why I might want to save some. Skills Builder enterprise project.		
		Relationships	I know that I have a family and who my relatives are		
Vocabulary	See vocabulary list	Vocabulary	See vocabulary list		