



# **Relationships and Sex Education Policy**

*June 2021*

Approved by: R Eaton  
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## INTRODUCTION

Relationships and Sex Education (RSE) teaches the fundamental building blocks of positive relationships, focusing on friendships, family relationships, and relationships with other peers and adults. It enables children to develop the knowledge, understanding and skills needed to manage their lives, now and in the future safely.

Although we refer to our resources as RSE, they also include parts of Health Education as well as elements linked to sex education, which is contained in the science curriculum. Therefore, we may also refer to it as RSHE.

RSE is about the emotional, social, and cultural development of pupils, and involves learning about relationships, sexuality, healthy lifestyles, diversity, and personal identity. We believe RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity or preference.

RSE and Personal Development are closely linked. For more information, please refer to the Personal Development policy.

This policy was produced by Adam Rand (Personal Development lead) and Sahar Iqbal (PSHE lead) and is reviewed annually in coordination with staff and the wider community. This policy is approved by Rebecca Eaton, the Headteacher.

## AIMS

The aim of teaching Relationships and Sex Education at Ark Tindal Primary Academy is to:

- Support the development of physically, emotionally and socially healthy young people
- Promote equality and diversity
- Provide children with the language to articulate their concerns and worries
- Teach pupils how to recognise healthy and unhealthy relationships
- Ensure pupils are aware of how to stay safe in person and online
- Help pupils develop feelings of self-respect, confidence and empathy
- Provide a framework for sensitive discussions to take place
- Prepare pupils for puberty and teach the importance of health and hygiene
- Reduce or remove barriers to learning, such as bullying, low self-esteem and unhealthy behaviours
- Support children in becoming independent in managing their emotions and learning coping strategies

## STATUTORY REQUIREMENTS

As a primary academy we must provide relationship and sex education (RSE) to all pupils as per section 34 of the Children and Social work Act 2017. This includes health education. We have reviewed and adjusted our Personal Development curriculum to allow it to meet the Department of Education (DfE) expectations and are due to deliver it from April 2021.

As an academy, we are not required to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science, which would include the elements of sex education contained in the science curriculum

The Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (DfE) states clearly that Sex Education is compulsory in all secondary schools and not in primary schools, where only Relationships Education is compulsory. Therefore, the school will not be delivering specific lessons on Sex Education outside of the Science curriculum. Although Relationships Education will be taught at Tindal, this guidance will be referred to as RSE in the remainder of this policy to avoid confusion between Relationships Education and Religious Education.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

The policy has also been developed in accordance with The Equality Act 2010.

The table in appendix 2 outlines what children should have been taught by the end of primary schools, according to the DfE.

## POLICY DEVELOPMENT

The policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE lessons

## **CURRICULUM**

We believe it is essential to teach and develop children's personal development and character with an emphasis on building children's life skills, allowing them to become independent and responsible in making informed, wise decisions. We do this by ensuring that all areas of the statutory guidance from appendix 2 are taught explicitly through the PSHE curriculum and implicitly through the wider curriculum.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and do not seek answers online.

The subject content for RSE has been determined using the statutory objectives, the Jubilee Centre and Coram Life Education (SCARF). At Ark Tindal, the statutory objectives have been mapped out in each year group according to the topics taught. By delivering RSE in this manner, it allows for these objectives to be taught explicitly in context and over a longer period of time. Where the objectives do not lend themselves explicitly to topics, focus days have been planned to ensure full coverage using SCARF. For further information on this, please see appendix 3.

## **DELIVERY OF RSE**

RSE will be delivered in a variety of ways:

- RSE will be delivered widely through the broader curriculum where relevant links exist. Work has been done with teachers to identify these links and more work is being done to implement the RSE curriculum effectively across the school.
- As mentioned previously, where clear links do not exist between RSE and the curriculum, there are dedicated focus days, where content is delivered by teachers, using a planned programme of work that follows the SCARF scheme. It provides the framework for a whole-school approach to improving children's wellbeing and progress. SCARF includes the teaching of all areas of RSE, including those outlined in appendix 2.
- It is also taught within the science curriculum, and other aspects are included in Religious Education (RE).
- There is also a close relationship between RSE and Character education within school.

## **ROLES AND RESPONSIBILITIES**

### **The Headteacher**

The Headteacher is responsible for ensuring that RSE is taught consistently across the school.

### **PSHE and Personal Development Lead**

The subject leaders are responsible for:

- Monitoring and evaluating the subject
- Reflect on outcomes from monitoring and evaluating the subject:
  - Make changes when needed for the delivery of the subject content
  - To plan and deliver further professional development
  - To share best practice to improve the quality of teaching in this subject
- Assess the impact on pupils and consider further strategies for assessing the effectiveness of the delivery of the subject
- Updating the policy to reflect the changing needs of the school and the community
- Liaising with the Headteacher and all staff to communicate all policy and subject matters clearly
- Engaging activities with parents and the wider community such as coffee mornings and parent consultations

### **Staff**

Staff are responsible for:

- Delivering RSE lessons and content
- Monitoring pupils' progress
- Responding to the needs of individual pupils
- Engaging appropriately with parents and pupils about lesson content and any concerns
- Being aware of potential safeguarding concerns and the appropriate steps to take in the event of a disclosure

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching this are encouraged to discuss this with the Headteacher.

### **Pupils**

Pupils are expected to engage fully in RSE lessons, treating others with respect, tolerance and sensitivity

## **WORKING WITH PARENTS**

The school recognises that parents are key educators and maintain a vital role in providing education about relationships and growing up, and therefore aims to support parents in this role. On an annual basis parents will be consulted when this policy is reviewed. Details of the specific lessons and teaching materials can be made available on request. Parents can raise questions on this policy in writing, by phone or by making an appointment with the relevant staff member.

## **RIGHT TO WITHDRAW**

As mentioned in the introduction, we refer to our resources as RSE (Relationships and Sex Education). However, in a primary setting, Sex Education is not mandatory, so only Relationships Education will be taught.

In the wider curriculum, in Science, some elements relating to Sex Education are taught such as puberty, the menstrual cycle and early human development. These objectives are part of the curriculum and, therefore, are mandatory.

Since the teaching of the RSE objectives and the Science curriculum are compulsory, parents do not have the right to withdraw their child from these elements.

Any complaints will be addressed through the school's complaints procedure.

## **SPECIFIC ISSUES**

### **Confidentiality**

Pupils will be informed that as with any other safeguarding issue, confidentiality cannot always be assured, and the school will follow the usual procedures for keeping children safe and protected from harm (please refer to school's safeguarding procedures).

### **Use of External Providers**

External providers should be made aware of the school's policies and procedures prior to planned delivery. They will be expected to follow the school's agreed scheme of work and that all delivery with pupils will be evaluated. Communication with external providers ahead of the session will be used to ensure that content is delivered sensitively and appropriately, taking specific information about the school and its pupils into account.

## **TRAINING**

Staff are trained on the delivery of Personal Development, including RSE and it is included in our continuing professional development calendar.

The Headteacher and subject leads will also invite visitors from outside the school, such as Character Association leads and the school nurse to provide support and training to staff teaching Personal Development.

## **ACCESSIBILITY**

Delivery of the content will be made accessible to all pupils by adapting lessons according to children's specific needs; teachers are responsible for ensuring this takes place. For pupils with additional needs, including SEND pupils, further information (for example EHC plans or Individual Provision Profiles) is considered during the planning and ahead of the delivery session.

## **MONITORING ARRANGEMENTS**

The delivery of RSE is monitored by Adam Rand and Sahar Iqbal through:

- Learning walks
- Scrapbook looks
- Book scrutinies
- Pupil voice
- Staff surveys
- Pupil/teacher questionnaires
- Observations

PSHE and Personal Development Leads will use the information gathered as outlined above to consider strengths and areas for development for RSE following each round of monitoring. This will inform next steps and subject action plan moving forward. Next steps may include:

- Coaching
- CPD
- Curriculum design



## APPENDIX 1: Science (RSE components) National Curriculum

### Year 5 programme of study

#### Living things and their habitats

##### Statutory requirements

Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.

##### Notes and guidance (non-statutory)

Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment. They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.

**Statutory requirements**

Pupils should be taught to:

- describe the changes as humans develop to old age.

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**Science – key stages 1 and 2**

**Notes and guidance (non-statutory)**

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

## Year 6 programme of study

### Living things and their habitats

#### Statutory requirements

Pupils should be taught to:

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics.

#### Notes and guidance (non-statutory)

Pupils should build on their learning about grouping living things in year 4 by looking at the classification system in more detail. They should be introduced to the idea that broad groupings, such as micro-organisms, plants and animals can be subdivided. Through direct observations where possible, they should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals). They should discuss reasons why living things are placed in one group and not another.

Pupils might find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification.

Pupils might work scientifically by: using classification systems and keys to identify some animals and plants in the immediate environment. They could research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system.

### Statutory requirements

Pupils should be taught to:

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans.

## Science – key stages 1 and 2

### Notes and guidance (non-statutory)

Pupils should build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function.

Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.

Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.



## APPENDIX 2: Statutory Guidance on Relationships and Sex Education

### Relationships and Sex Education Statements:

<b>Families and People who care for me</b>	
1a	that families are important for children growing up because they can give love, security and stability.
1b	the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
1c	that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
1d	that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
1e	that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
1f	how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
<b>Caring Friendships</b>	
2a	how important friendships are in making us feel happy and secure, and how people choose and make friends.
2b	the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
2c	that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
2d	that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
2e	how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
<b>Respectful Relationships</b>	
3a	the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
3b	practical steps they can take in a range of different contexts to improve or support respectful relationships.
3c	the conventions of courtesy and manners.
3d	the importance of self-respect and how this links to their own happiness
3e	that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
3f	about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
3g	what a stereotype is, and how stereotypes can be unfair, negative or destructive
3h	the importance of permission-seeking and giving in relationships with friends, peers and adults
<b>Online Relationships</b>	
4a	that people sometimes behave differently online, including by pretending to be someone they are not
4b	that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous
4c	the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
4d	how to critically consider their online friendships and sources of information including

	awareness of the risks associated with people they have never met
4e	how information and data is shared and used online
<b>Being Safe</b>	
5a	what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
5b	about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
5c	that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
5d	how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
5e	how to recognise and report feelings of being unsafe or feeling bad about any adult
5f	how to ask for advice or help for themselves or others, and to keep trying until they are heard
5g	how to report concerns or abuse, and the vocabulary and confidence needed to do so
5h	where to get advice e.g. family, school and/or other sources
<b>Mental Wellbeing</b>	
6a	that mental wellbeing is a normal part of daily life, in the same way as physical health.
6b	that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
6c	how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
6d	how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6e	the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
6f	simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
6g	isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
6h	that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
6i	where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
6j	it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
<b>Internet Safety &amp; Harms</b>	
7a	that for most people the internet is an integral part of life and has many benefits
7b	about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
7c	how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
7d	why social media, some computer games and online gaming, for example, are age restricted
7e	that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
7f	how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
7g	where and how to report concerns and get support with issues online
<b>Physical Health &amp; Fitness</b>	
8a	the characteristics and mental and physical benefits of an active lifestyle.
8b	the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of

	regular, vigorous exercise.
8c	the risks associated with an inactive lifestyle (including obesity).
8d	how and when to seek support including which adults to speak to in school if they are worried about their health
<b>Healthy Eating</b>	
9a	what constitutes a healthy diet (including understanding calories and other nutritional content).
9b	the principles of planning and preparing a range of healthy meals.
9c	the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)
<b>Drugs, Alcohol &amp; Tobacco</b>	
10a	the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
<b>Health &amp; Prevention</b>	
11a	how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body
11b	about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
11c	the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
11d	about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
11e	about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
11f	the facts and science relating to allergies, immunisation and vaccination.
<b>Basic First Aid</b>	
12a	how to make a clear and efficient call to emergency services if necessary.
12b	concepts of basic first-aid, for example dealing with common injuries, including head injuries
<b>Changing Adolescent Body (age 9-11)</b>	
13a	key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
13b	about menstrual wellbeing including the key facts about the menstrual cycle

## **APPENDIX 3: RSE and Character Curriculum**



## Nursery

Term	Statutory	Teaching and Justification
<b>Autumn 1</b>  What makes me special?	1a, 1b, 1c – Children share pictures of their families and talk about their relationships. We read “The Family book” and talk about all the different families there can be as part of their topic.  2a, 2C – Children talk about how to be a kind friend and the different things they can do to solve problems as part of their topic.	<p><b>Caring, cleanliness, friendliness</b> Each of these virtues will be taught as part of pupil induction into the nursery at Tindal.</p>
<b>Autumn 2</b>  What can I do with my body?	3a – Topic session about different cultural celebrations e.g. Diwali, Christmas and how it is going to have different beliefs or preferences. We also participate in the Nativity.  6a, 6b, 1f – Children are able to identify things that make them happy or unhappy at home and at school in small groups as part of topic. Children identify the different emotions.  5c, 6e, 8b - Children investigate the different things we can do with our bodies, we can also discuss keeping our bodies safe.	<p><b>Respect</b> This virtue will teach children how to respond respectfully to their friend’s different emotions by understanding their facial expressions.</p> <p><b>Honesty</b> This virtue is explored when talking about different feelings. Children will have opportunities to share their feelings and create an open and honest environment.</p> <p><b>Fairness</b> Children will develop their understanding of fairness through play.</p>
<b>Spring 1</b>  Does everyone live in a house?	1c, 3a – Children identify that everyone’s home looks different, children live in different types of homes all over the world and within our country as part of the topic.	<p><b>Gratitude</b> This virtue helps children to think about being thankful for where they live.</p> <p><b>Courtesy &amp; Forgiveness</b> These virtues are linked to the story of Goldilocks and The Three Bears. Children will discuss whether The Three Bears should have forgiven Goldilocks for entering their home and talk about how we can be courteous when we visit other people’s homes.</p>
<b>Spring 2</b>  What will I do when I grow up?	9a, 9b, 9c, 8b and 8c – Children learn about healthy eating through making healthy meals and how to keep physically fit during their topic.  12a, 12b – Children role play as doctors and nurses in our role play area linked to our learning about different careers in topic.  11d, 11e – Children learn about dentists and role play brushing the large teeth in our water tray as part of our topic.	<p><b>Helpfulness</b> This virtue will provide opportunities to talk about people who help us and how we can benefit them. Children will learn about how they can help others as they grow up and how they can help at home.</p> <p><b>Self-discipline</b> This virtue will equip children with the knowledge and skills needed to complete a Service Project in Summer 1.</p>
<b>Summer 1</b>  What will I find outside?	5c, 5d, 5f – We investigate what it is like in Balsall Heath on our high street, we will discuss who may be safe adults to approach, what to do if they were lost and how to stay safe when they are out and about.  6e – Children will grow their own plants and make links between how growing food and plants can help our	<p><b>Kindness</b> This virtue will be taught during the topic of ‘What will I find outside?’, ensuring that we are considerate towards all living things and the environment.</p> <p><b>Service Project</b> Children will learn about the use of public gardens and why it is important to maintain these spaces.</p>

	<p>communities.</p> <p>9a – Children learn the story of “The Very Hungry Caterpillar” we discuss the different fruit that he eats in the story and identify the healthy and unhealthy food.</p>	
<p><b>Summer 2</b></p> <p>Can you make it work?</p>	<p>2c, 2d, 3b, 3e – Working together to complete a range of challenges, children will develop their respect for one another, by listening and responding to eachothers ideas and collaborating to solve the problem. Children will know that all children’s ideas are valued and should be shared.</p>	<p><b>Cooperation &amp; Determination</b>  These virtues will be taught when children work together when building a den. Children will learn to be resilient and adapt their ideas when they face challenges.</p> <p><b>Patience</b>  This virtue will be taught as part of transition for the next academic year.</p>

Reception		
Term	Statutory	Teaching and justification
<p><b>Autumn 1</b></p> <p>School – Ark Tindal</p>	<p>1b-Miss Polly had a dolly talks about care and we talk about who can help us when we are in school (teacher, lunchtime supervisor...) Solution suitcase.</p> <p>1f: how to ask for help in nursery rhymes such as humpty dumpty and Jack and Jill.</p> <p>2e-The Rainbow Fish story, talking about how the characters feel, how he gets help from the wise octopus.</p> <p>3c: Goldilocks and the 3 bears. Should she go into the house? Should she use other characters belonging without asking? How could she ask?</p> <p>3c: Making our class charter</p> <p>5h: Clark the Shark gets advise from his teachers when his friends do not want to play with him anymore.</p> <p>6b: Storytime of the Colour Monster</p>	<p><b>Caring, cleanliness, friendliness</b></p> <p>Each of these virtues will be taught as part of pupil induction into Reception at Tindal.</p>
<p><b>Autumn 2</b></p> <p>Is everyone the same as me?</p>	<p>1a-discussing our own families and who live with us.</p> <p>1c-discussing baby photos and how we look similar or different to our peers.</p> <p>1e: Looking at different celebrations, Diwali sharing story of Rama and Sita.</p> <p>2d: Remembrance Day/Bonfire Night</p> <p>2c: Bear Hunt-how the bear might be lonely when every one runs away.</p> <p>3d: Celebrations day where children come in in their celebration clothes and talk about what makes them special.</p> <p>3g: I'm Special- characters have different disabilities and how they feel when people assume they cannot do things for themselves.</p>	<p><b>Respect &amp; Kindness</b></p> <p>These virtues will be taught so children show respect and kindness to everyone irrespective of their differences.</p> <p><b>Forgiveness</b></p> <p>Children to read 'The Rainbow Fish' as a class and discuss the moral of the story. Were the other fish right in forgiving The Rainbow Fish?</p>
<p><b>Spring 1</b></p> <p>What will happen if I do this?</p>	<p>3a: Dear Zoo, discussion on preferences on pets when innovating the story map, adjectives of differences.</p> <p>9a: The hungry caterpillar, healthy and unhealthy foods.</p>	<p><b>Courtesy</b></p> <p>This virtue links to investigations taught in 'What will happen if I do this?' as children will have to listen carefully to one another and work together as a team in a courteous manner.</p> <p><b>Self-discipline &amp; Honesty</b></p> <p>These virtues will teach children to sit still and listen carefully. Children will show self-discipline through carefully following instructions to complete their own experiments.</p>
<p><b>Spring 2</b></p> <p>Am I an animal?</p>	<p>2b: The Little Red Hen promotes discussion of friendships and fairness when nobody will help the hen make the bread but all want to eat it.</p>	<p><b>Fairness &amp; Cooperation</b></p> <p>These virtues link to the moral of the story taught in The Little Red Hen. Children will discuss whether it is fair that The Little Red Hen didn't share her bread and the other animals didn't help her.</p>

<p style="text-align: center;"><b>Summer 1</b></p> <p style="text-align: center;">What will I find?</p>	<p>3c: How to be respectful when investigating different habitats.</p> <p>2b: talk about the favourite they explored with their peers as a reflection at the end of topic.</p>	<p><b>Determination &amp; Courage</b> These virtues will allow children to fight their fears and try something new when learning about different explorers and finding new habitats.</p> <p><b>Gratitude</b> This virtue will teach children to be thankful for where they live when learning about different habitats and comparing it to their own homes.</p>
<p style="text-align: center;"><b>Summer 2</b></p> <p style="text-align: center;">How can I help our world?</p>	<p>3e: litter picking, supporting the community by linking with care homes. Visits from local authorities.</p> <p>12b: How to keep safe when litter picking.</p>	<p><b>Helpfulness &amp; Patience</b> These virtues will teach children the importance of being helpful and patient by carrying out a Service Project. Children will learn about recycling and planting and will then implement these skills into the Service Project.</p> <p><b>Service Project</b> Children will learn about the use of public gardens and why it is important to maintain these spaces.</p>

Year 1		
Term	Statutory	Teaching and Justification
<p><b>Autumn 1</b></p> <p>Where do we live? Animals, including humans</p>	<p>1a 1b, 1c, 1d- linked to where they live and the family they live with. Looking at their historical family tree and timeline.</p> <p>9a- Different diets and what makes a healthy diet for different animals including humans.</p> <p>11e- PSHE unit- personal hygiene.</p>	<p><b>Patience, Cleanliness &amp; Courage</b></p> <p>Each of these virtues will be taught as part of pupil induction into Year 1 at Tindal.</p>
<p><b>Autumn 2</b></p> <p>Beautiful Britain Animals, including humans</p>	<p>11c, 11d- the important of sufficient sleep and dental health- learning about our body and senses and how to look after them.</p> <p>11e- germs and bacteria: talk about touch.</p>	<p><b>Caring</b></p> <p>This virtue will link to Science where the children will learn about caring for their bodies, including their eyes. The school nurse will also conduct eye examinations for the children and teachers will incorporate this into their learning.</p> <p><b>Kindness</b></p> <p>This virtue will tie in with World Kindness Day and children will learn the importance of being generous and considerate towards living things.</p> <p><b>Forgiveness</b></p> <p>This virtue links to the reading text 'Paddington' as it explores the concept of forgiveness. Paddington often makes mistakes and has accidents but the adults around him are patient and forgive him.</p>
<p><b>Spring 1</b></p> <p>Around the world Materials</p>	<p>1c- linked to how families look and are different around the world.</p> <p>2c- healthy relationships and welcoming people from other parts of the country and cultures.</p> <p>3a- importance of respecting differences, even if they are different to us.</p> <p>3g- learning about stereotypes and how we need to respect differences and not have a perspective about them.</p>	<p><b>Friendliness</b></p> <p>This virtue will be explored in 'Lost and Found' as the boy befriends a penguin and helps him as much as possible. The children will be able to narrate how the boy was a good friend and be able to identify the qualities that they would look for in a friend.</p> <p><b>Courtesy</b></p> <p>This virtue will be taught after the Christmas holidays where the children may need to practise routines again. Lunchtime rules will be revisited, and children will be encouraged to show courtesy to all staff and children.</p> <p><b>Gratitude</b></p> <p>This virtue will teach children to be thankful for what they have when learning about other countries and ways of life. It also links to the New Year as children can discuss what their New Year's Resolutions are and being grateful for another year.</p>
<p><b>Spring 2</b></p> <p>Around the world Materials</p>	<p>2b- characteristics of friendships.</p> <p>2d- friendships can be resolved.</p> <p>2e- know who to and not to trust.</p> <p>3g- stereotypes- alternative version of the 3 little pigs.</p>	<p><b>Cooperation</b></p> <p>This virtue links to the story of The Three Little Pigs because if The Three Little Pigs had worked together, the Big Bad Wolf wouldn't have been able to scare them. It also equips children with team-work skills needed to complete a Service Project in Summer 1.</p> <p><b>Self-Discipline</b></p> <p>This virtue links to the story of The Three Little Pigs because Percy who is the hardworking pig worked hard to build his house despite his careless brothers rushing and having lots of time to play.</p> <p><b>Respect</b></p> <p>This virtue teaches the importance of respecting different cultures, traditions, races and religions all around the world.</p>
<p><b>Summer 1</b></p> <p>Kings, Queens and castles Plants</p>	<p>1e- marriage- Kings and Queens.</p> <p>3e – respect – King and Queens</p>	<p><b>Service Project</b></p> <p>Children will learn about the use of public gardens and why it is important to maintain these spaces.</p> <p><b>Fairness</b></p> <p>This virtue will link to the 'Kings and Queens' topic as they had to ensure that they were fair when making decisions and when meeting the needs of their citizens.</p>

<p style="text-align: center;"><b>Summer 2</b></p> <p style="text-align: center;">Recap Seasons</p>	<p>8b – regular exercise – Seasons &amp; weather</p>	<p><b>Helpfulness</b> In the teaching for this virtue, children will reflect on the year that they had. They will discuss how they have been helpful to others and how they will continue to do so. Classes will create memory boxes to aid this.</p> <p><b>Determination</b> This virtue will allow children to think about their targets for next year and will assist with transition into Year 2.</p> <p><b>Honesty</b> This virtue links to Sports Day. Children will learn the importance of telling the truth and good sportsmanship,</p>
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## Year 2

Term	Statutory	Teaching and justification
<p style="text-align: center;"><b>Autumn 1</b></p> <p>Where do our things come from? Materials</p>	<p>1a, 1b – FMF – Mr Fox providing safety and stability for his family 2b – FMF – friendship between farmers and between animals 3f – FMF – farmers as bullies</p>	<p><b>Honesty</b> This virtue links to the story of ‘Fantastic Mr Fox’. Children will discuss whether Mr Fox is right to steal from the farmers and if his lack of honesty is necessary.</p> <p><b>Courtesy</b> This virtue will be taught at the start of the year when discussing the Class Charter. It also links to ‘Where do our things come from?’ as humans should be courteous towards those who grow our food by paying a fair price.</p>
<p style="text-align: center;"><b>Autumn 2</b></p> <p>Fire, fire! Materials</p>	<p>1b – GfoL – impact of plague on population, class systems 1c – RE – Christmas, other’s beliefs and traditions 3a – RE – Christmas 3e – RE – Christmas/Christianity; GFoL – Charles II helping with fire efforts</p>	<p><b>Caring and Helpfulness</b> These virtues will be explored during the teaching of The Great Fire of London where children can discuss and debate whether some people’s actions were caring or not. Children will learn that people such as The King and neighbours helped during the fire. Whilst those who had carriages and were able to, fled the city.</p> <p><b>Patience</b> This virtue will be taught in Religious Education when learning about Advent and Christmas.</p>
<p style="text-align: center;"><b>Spring 1</b></p> <p>The Arctic Living things and their habitats</p>	<p>2b – Jungle book – Mowgli and Baloo’s friendship 2e – Jungle book – Kaa as an untrustworthy character 3f – Jungle book – Shere Khan as bully 5d – Jungle book – encountering other characters (Shere Khan, etc), creating informative posters 6e – Living things – the things humans need to stay healthy 8a – living things – how to stay healthy 8b – living things – how to stay healthy 8c – living things – how to stay healthy 8d – living things – how to stay healthy 9a – living things – how to stay healthy – balanced diet 9b – living things – how to stay healthy – eatwell plate 9c – living things – how to stay healthy – balanced diet</p>	<p><b>Forgiveness</b> This virtue will be taught when reading ‘The Jungle Book’. Children will discuss whether the jungle animals should forgive humans for destroying their habitats.</p> <p><b>Friendliness</b> This virtue will be discussed when teaching ‘Living Things and their Habitats’. Children will learn that we share our planet with other living things and we should look after them.</p> <p><b>Gratitude</b> This virtue is about thanking a classroom visitor which will link to the Animal Man. The Animal Man will show the children lots of different animals and due to this, children will be grateful for the experience that he has given them.</p>
<p style="text-align: center;"><b>Spring 2</b></p> <p>The Arctic – human impact Living things and their habitats</p>	<p>3c – Arctic – respecting planet 3d – Arctic – respecting own planet 3e – Arctic – human impacts 5h – 10 ways to save the world – creating leaflet on how to save the planet; science – global warming</p>	<p><b>Fairness</b> This virtue will enable children to discuss whether the human impact on the Arctic is fair. Is it fair for humans to destroy The Arctic so they can have a better quality of life?</p> <p><b>Self-discipline &amp; Respect</b> Children need to know that they share where they live with other people, including animals and need to respect their environment by Reducing, Reusing and Recycling. Children will also learn about controlling their bad habits as it can impact upon others.</p>
<p style="text-align: center;"><b>Summer 1</b></p> <p>Inventors Plants</p>	<p>3b – links to service project 3g – Inventors – stereotypes around who could be an inventor</p>	<p><b>Cooperation &amp; Determination</b> These virtues will teach children teamwork skills and this links to ‘The Wright Brothers’. The Wright Brothers had to work together to overcome the barriers they faced in building a plane and getting it to fly. Despite not being successful the first time, they did not give up and they stayed determined.</p> <p><b>Service Project</b> Children will learn about the use of public gardens and why it is important to maintain these spaces.</p>

<p style="text-align: center;"><b>Summer 2</b></p> <p style="text-align: center;">The seaside Animals and plants</p>	<p>3c – Seaside – looking after the environment as caring for others and ourselves 11b – seaside – protection in the sun</p>	<p><b>Cleanliness</b> This virtue links to 'Animals and Plants' in particular keeping animals clean. Children will learn that all animals need to keep themselves clean in order to survive.</p> <p><b>Kindness</b> This virtue explores being pleasant and friendly to our peer and how we have developed our social skills over the year, making us better friends and showing kindness to others.</p> <p><b>Courage</b> This virtue will be taught as part of transition into Key Stage 2. Children may feel anxious about the prospect of moving into a new year group and the idea of having a new teacher and possible new classmates can be daunting.</p>
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Year 3		
Term	Statutory	Teaching and Justification
<p><b>Autumn 1</b></p> <p>Stone Age Rocks</p>	<p>1b – Settlers would have looked out for their own tribes. 2b – Class charter and classroom/playground rules. 2c &amp; 2d – Iggy and Hubba’s friendship in the reading text. Hubba cares for Iggy and they are best friends.</p>	<p><b>Gratitude</b> This virtue links to ‘The Stone Age’ because it teaches children what life was like for the pre-historic people and how little they had in comparison to what we have now.</p> <p><b>Caring</b> This virtue links to ‘The Stone Age’ as settlers had to work together and create a caring community in order to survive. It is also taught in Autumn 1 because children will need to learn to care for their peers.</p> <p><b>Fairness</b> This virtue links to the Class Charter where children can discuss what being fair and unfair means. It can also link to experiments taught in Science as children will need to conduct fair tests.</p>
<p><b>Autumn 2</b></p> <p>The Romans Animals, including Humans</p>	<p>6d – Boudica’s range of emotions and retaliating to act on them. 6h – World Mental Health Day. 11d, 11e – Eating the right foods and looking after personal hygiene.</p>	<p><b>Forgiveness</b> This virtue ties in with ‘The Romans’ and the story of Boudicca’s rebellion. It also links to the reading text called ‘The Roman Beanfeast’ where Davey decides to forgive Molly for bullying him.</p> <p><b>Cleanliness</b> This virtue will be taught in Science when discussing ‘Animals, including humans’. Within this topic, children learn about the right types of food to eat so they will need to know how to keep their teeth clean. Too much sugary foods can cause tooth decay and Calcium can help strengthen their teeth.</p> <p><b>Kindness</b> This virtue links to World Mental Health Day as it is important to be kind to everyone as they may be struggling with something mentally.</p>
<p><b>Spring 1</b></p> <p>Muscles &amp; skeletons Natural disasters</p>	<p>3c – Learning about different religions and being respectful towards other beliefs.</p>	<p><b>Determination &amp; Patience</b> This virtue links to ‘Natural Disasters’ as many people had to escape from their homes but they were determined and patient when finding better places to live in and rebuilding their lives.</p> <p><b>Courtesy</b> This virtue teaches children how to behave towards others and will equip children with the skills needed to complete a Service Project in the Summer term.</p>
<p><b>Spring 2</b></p> <p>Forces &amp; magnets Natural disasters</p>	<p>6b – Understand the effects of natural disasters and how that would affect peoples’ mental health.</p>	<p><b>Courage</b> This virtue links to ‘Natural Disasters’ because people will need the courage to face the reality of what has happened and face the consequences.</p> <p><b>Cooperation &amp; Self-Discipline</b> These virtues will prepare children to complete a Service Project in the Summer term successfully as it requires children to work together and to control their bad habits.</p>
<p><b>Summer 1</b></p> <p>Ancient Egypt Plants</p>		<p><b>Helpfulness</b> This virtue will be important to learn about before carrying out a service project. Children will understand the importance of helping others and then implement it during the Service Project.</p> <p><b>Service project</b> Children will focus on practical ways in which they can support a charity financially.</p>
<p><b>Summer 2</b></p> <p>Around the world Light &amp; shadows</p>	<p>3a – Respecting and understanding Hindu beliefs and their rituals.</p>	<p><b>Respect</b> This virtue links to ‘Around the World’ as children will need to learn about different cultures, beliefs and traditions. This will help them to develop empathy towards others and a culture of mutual respect.</p> <p><b>Friendliness</b> This virtue will be taught as part of transition into Year 4. Children will need to care for one another, as some children may be anxious about moving into a new classroom and meeting their new teacher.</p> <p><b>Honesty</b> This virtue will be taught during the teaching of ‘The Lion, The Witch and The Wardrobe’. Edmund hides the truth from his siblings when meeting The White Witch.</p>

Year 4

Term	Statutory	Teaching and Justification
<p><b>Autumn 1</b></p> <p>The Anglo-Saxons Electricity</p>	<p>3a - The importance of respecting others. There were different Anglo-Saxon tribes (the Angles, Saxons and the Jutes) who settled in England. Some tribes showed courage and fought against each other to protect their kingdoms. Alfred the Great showed respect to the Danes and created the Danelaw treaty.</p> <p>11e – Diseases (smallpox, dysentery and leprosy) spread more quickly in the Dark Ages because of a lack of personal hygiene.</p> <p>12a – Staying safe around electricity. If someone gets seriously injured (eg. an electrical burn), children will need to make a call to the emergency services to get a rapid response and help the injured party.</p> <p>1a – The father was the head of the family in Anglo-Saxon England, and the spear propped up by the door symbolised his role as protector (security). Women remained at home looking after the children, cooking and weaving (stability).</p>	<p><b>Courage &amp; Forgiveness</b> These virtues will be taught in Reading and History because children will be learning about how different Anglo-Saxon tribes fought against each other. Also, in Anglo Saxon Boy, they will be exploring the virtue of forgiveness between warring family members.</p> <p><b>Helpfulness</b> This virtue will be taught at the beginning of the year when classroom jobs are allocated and resources are shared amongst peers.</p>
<p><b>Autumn 2</b></p> <p>The Vikings Sound: How do we hear?</p>	<p>3a - The importance of respecting others because Vikings were able to move up and down through their societal classes (thralls, karls and jarls). Every member of society interacted with one another based on their assigned social roles.</p> <p>1c – Families have evolved over time from the Anglo-Saxons to the Vikings to the present day. Today, a nuclear family can consist of parents of any gender who may not be legally married but have chosen to raise a child together.</p> <p>1e – Marriages in Viking times were arranged by the parents of the young couple. The groom’s family paid a dowry to the bride’s family.</p>	<p><b>Determination</b> This virtue will be taught when children learn about how Vikings had to be determined to leave their homeland and find a new area to settle in.</p> <p><b>Kindness</b> This virtue links to World Kindness Day as children are taught the importance of being kind to others.</p> <p><b>Patience</b> This virtue will be explored during the story of ‘How to Train Your Dragon’. Hiccup has to be patient when training his dragon Toothless.</p>
<p><b>Spring 1</b></p> <p>The Water Cycle States of matter</p>		<p><b>Cleanliness</b> Children will be learning about the importance of clean words and the impact upon others when we don’t use clean words.</p> <p><b>Fairness &amp; Friendliness</b> These virtues will be taught during the reading text ‘Foodland’ because Zoe is on an island and needs to be fair when she is sharing resources with the other tribes. Zoe also has to identify who is a good friend and who is a fair-weather friend.</p>
<p><b>Spring 2</b></p> <p>Rivers &amp; Mountains Animals, including humans: What happens to the food we eat?</p>	<p>8c – When studying the human digestive system, children learn about foods that are high in saturated fats. Eating too many of these foods is linked with obesity.</p> <p>9a – The seven life processes common to all living things (breathing, eating, excreting, growing, moving,</p>	<p><b>Self-discipline</b> This virtue will be discussed during the teaching of ‘Digestion’ because children need to understand the importance of eating healthily.</p> <p><b>Gratitude</b> This virtue will teach children to be thankful for the necessities such as food, water, shelter.</p> <p><b>Courtesy</b> This virtue will be taught before attending school trips so children know how to be courteous outside of school.</p>

	<p>feeling and reproducing) depend on nutrition. A healthy diet consists of carbohydrates, protein, fat, fibre, vitamins, minerals and water.</p> <p>9b – Meal preparation is the key to healthy, homemade eating. When studying a balanced diet, children learn about healthy cooking methods (steaming, boiling, grilling and roasting).</p> <p>9c – Eating unhealthily and having a poor diet leads to tooth decay. Tooth decay is the breakdown of tooth enamel which leads to cavities in the teeth. Having a poor diet which is high unsaturated fats leads to obesity.</p> <p>10a – Smoking, alcohol use and drug-taking cause fatal diseases and contribute to tooth decay, gum disease and mouth cancer.</p> <p>11d – Good oral hygiene includes proper brushing twice a day, flossing daily and regular visits to the dentist.</p>	
<p><b>Summer 1</b></p> <p>Life as a Brummie</p> <p>Animals, including humans: Predatory or Prey?</p>	<p>3a – Birmingham is a multicultural city with people from different faiths and cultures. Children will learn about the importance of respecting others.</p> <p>3g – Stereotypes can be unfair and negative. There are stereotypes about the Birmingham dialect ('Brummie').</p> <p>11e – To prevent the spread of germs during the Covid-19 pandemic, everyone should wash their hands with soap and water. Birmingham was a Tier 4 city where residents had to 'stay at home'. All non-essential retail, indoor leisure, entertainment and personal care sectors had to close.</p>	<p><b>Cooperation</b> This virtue will be useful when children work together to fundraise for a local charity i.e homelessness in Birmingham.</p> <p><b>Service Project</b> Children will learn practical ways in which they can support a charity financially.</p> <p><b>Respect</b> This virtue links to the story of Charlie and the chocolate factory. The characters in the story do not always show respect to Willy Wonka.</p>
<p><b>Summer 2</b></p> <p>Sustainability – What happens to our rubbish? Living things and our environment</p>	<p>3b – It is important that humans have a respectful relationship with the environment. By reducing, reusing, recycling and repurposing plastic, humans are able to reduce their plastic consumption. Plastic is harmful to the environment in terms of fossil fuel extraction, the release of gases contributes to global warming and it is non-biodegradable which leads to land, air and water pollution.</p>	<p><b>Courage</b> This virtue will help children prepare for Sports day. They need to have courage and take risks when participating in activities.</p> <p><b>Caring</b> This virtue will be taught when learning about the environment. Children will be learning about the impact of global warming and pollution. They will understand that they need to look after the world and protect it for future generations.</p> <p><b>Honesty</b> This virtue will be taught as part of transition into Year 5. Children will be asked to write their honest reflections about what they have enjoyed and their goals for next year.</p>

## Year 5

Term	Statutory	Teaching and justification
<b>Autumn 1</b> Groovy Greeks Forces	6a-6j – mental wellbeing is a normal part of daily life and a range of emotions will be explored during World Mental Health Day.	<b>Self-discipline</b> This virtue will be taught during World Mental Health Day as children will learn to control their thoughts, feelings and emotions.  <b>Courage &amp; Cooperation</b> These virtues link to Odysseus from reading text, 'The Odyssey' by Homer and the courage & cooperation required and demonstrated by the ship's crew.
<b>Autumn 2</b> Mayans Earth and Space	3a and 3c – being courteous and having manners links to the Mayan children and how they help at home respectfully.	<b>Fairness</b> This virtue will allow children to interpret different artefacts and gain different views in a fair manner. Discussion of the impact of bias on historical sources.  <b>Helpfulness</b> This virtue will help children to understand how they help at home in comparison to how Mayan children helped during their lifetimes.
<b>Spring 1</b> Birmingham to Brazil Amazon Rainforest	1C – Comparing Amazon to Birmingham, such as way of life. Respect for differences.	<b>Caring</b> This virtue links to the Amazon Rainforest with the theme of caring for an environment and our planet.  <b>Gratitude</b> This virtue allows children to be grateful for where things come from after they explore trade routes and products that rely on the Amazon.  <b>Kindness</b> This virtue links to the reading text and how the governess is kind to Maia in a range of situations, even when it appears she is not being kind, she has Maia's best interests at heart.
<b>Spring 2</b> Birmingham to Brazil Properties of materials	2A – Journey to the river sea, making friends with the cousins Beatrice and Gwendolyn. 2B – What is a good friend?	<b>Service Project</b> This service project will link to World Book Day as it requires children to donate books to a Nursing home.  <b>Patience</b> This virtue links to Science investigations in regard to collecting data and interpreting it. Children should be aware of the need for patience in any career involving the sciences.  <b>Courtesy</b> This links to debates taught in Reading and Writing on whether plastic should be banned. Children will learn to treat one another with courtesy during their debates.
<b>Summer 1</b> Black History Reproduction	1E – can discuss some believe marriage comes first.	<b>Respect</b> This virtue will be taught during Black History Month so children can show respect for those who have taken action to improve the quality of life for others.  <b>Forgiveness</b> This virtue will be taught when learning about Nelson Mandela who is an important figure in Black History. Nelson Mandela believed in forgiving people despite their crimes. He believed in peaceful protests against segregation in America.  <b>Friendliness</b> This virtue links to Black History Month. Children will learn about how people of all races have come together to fight against discrimination.
<b>Summer 2</b> WW2 – Jewish Growing up	1D – Child security with Anne Frank and Nazis.	<b>Determination</b> This virtue links to inspirational people in World War 2. Children will learn about acts of individual heroism which took massive amounts of determination and bravery to accomplish what they did.  <b>Honesty</b> This virtue links to 'Growing up' because children need to be able to understand the importance of honesty and how it can affect theirs and others' lives.  <b>Cleanliness</b> This virtue will be taught during the 'Growing up' topic as children will be made aware of the impact of smoking on their lives and the lives of others around them. They will begin to understand how smoking can affect your physical appearance.

## Year 6

Term	Statutory	Teaching and justification
<b>Autumn 1</b>  WWII Light	1a, 1b, 1d- Looking at characteristics of what a healthy family is (Willie-GNMT). Defining a stable relationship (with Mr Tom as opposed to Mrs Jarvis) 6a-6j – mental health day	<p><b>Friendliness</b> This virtue will be taught during the beginning of the year. Children will learn to build relationships with their peers and new teachers. Links can also be made to Willie’s relationship with Mr Tom and the villagers in the WWII topic.</p> <p><b>Cleanliness</b> Spring clean for your mind: This virtue links to World Mental Health Day. Children will begin to learn to manage the stress of upper KS2.</p> <p><b>Courage</b> This virtue is covered through the WWII topic. The courage displayed both by members of the armed forces and the general public during WWII will be discussed, particularly around the context of significant events like the Blitz.</p>
<b>Autumn 2</b>  Refugees Electricity	1e-Emaan & Bilal arranged marriage (Reading WTN) 1a, 1f – stability with family. 2e, 3f – WTN (Omar mixing with the wrong crowd and being bullied)	<p><b>Respect</b> Human rights objectives covered through the geography and reading units focussing on refugees and the text, ‘Journey to Nowhere’. Discussions about the living conditions of the family members in the different stages of the text lend themselves well to this objective.</p> <p><b>Helpfulness</b> Helping others in society can be supported through research into charities that support refugees in different ways, particularly UNICEF as they work closely with Syrian refugees and help to run camps similar to those mentioned in the reading text.</p> <p><b>Cooperation</b> This virtue links to work in science on the construction of different types of electrical circuits. One activity will have a team building focus where children work in teams to build circuits to meet given criteria. Children will have different roles within the team and cooperation will be discussed explicitly.</p>
<b>Spring 1</b>  Victorians Animals, including Humans: Circulatory	3b,3c,3d- What makes a good friend with Shrimps and Jim (SC)  4c- talking about being safe when using laptops. 6a-discussing healthy lifestyle, exercise and mental wellbeing. 10a-circulatory system, the effects harmful substances will have on health	<p><b>Fairness</b> Children will reflect on the life of Jim from the text ‘Street Child’ and his life circumstances. Through the reading unit, children will consider and debate how fairly Jim is treated by society. Children will also gain an understanding of social classes and child labour through their history work and consider how fair this was for the children at the time.</p> <p><b>Self-discipline</b> This virtue links to E-Safety week. All children have access to a laptop to use at home and work will be done to refresh their understanding of what E-Safety means.</p> <p><b>Kindness</b> The objective of considering what a kind school looks like will be discussed. Having learned about Victorian schooling will provide a strong context to help in their work.</p>
<b>Spring 2</b>  Victorians Living things and their habitats: Classification	2a, 2b, 2c, 2d, 2e Jim’s friendship with Tip and Shrimps. Friendships, family, honest, trust, looking out for each other. 6b, 6c, 6i Emotional wellbeing leading up to and including SATs week.	<p><b>Gratitude</b> Children will consider the good things in their life by reflecting on how different their life is compared to that of a child growing up in Victorian times. Children will also consider who is responsible for their gratitude which links to the story of Dr Barnardo from Street Child.</p> <p><b>Forgiveness</b> Link to R.E. and the story of Easter in Christianity. Easter is a story of the forgiveness of Jesus.</p> <p><b>Determination</b> This virtue will be taught explicitly as part of mental health work done to prepare the children for SATs week. Managing emotions and handling stress will be discussed alongside this.</p>
<b>Summer 1</b>  Orienteering Evolution & Inheritance	2a,2b,2c,2d,2e- looking at what makes a good friend, how to treat someone with respect (Wonder)  3a- looking at differences and thinking about how to show respect (Wonder)  6c Looking at how to deal with emotions (Wonder)	<p><b>Caring</b> Links to the Geography unit on orienteering; references on caring for the environment and keeping it clean and sustainability. When using the atlases, the children will also learn about natural resources that exist in different biomes.</p> <p><b>Courtesy</b> Children will be taught about courtesy as part of their work on orienteering. They should consider how to behave around the public, how to treat wildlife and their impact on the environment during their studies.</p>
<b>Summer 2</b>  Orienteering Fieldwork	6e Spending time outdoors and exploring nature.	<p><b>Service Project</b> Pupils will learn about the needs of people staying in local community spaces, for example in hospital or a nursing home.</p>

	<p>2a, 6b Looking at establishing new friendships at secondary school and emotional well-being.</p>	<p><b>Honesty</b> As part of transition into secondary, and looking back over their time in primary school, children will learn about being honest with themselves in regards to setting appropriate and high expectations that acknowledge both their strengths and their weaknesses for themselves in the future.</p> <p><b>Patience</b> Patience in teaching others will be exemplified in the work they will do as reading mentors in the summer term. Through their work reading with younger pupils, children will learn about the importance of patience and the role it plays in teaching others.</p>
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