



History	A			B			C		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
<b>History Year 1,2,3</b>	What does it take to be a great explorer? <i>(Local History)</i>	How did the lives of Ancient Britain's change during the Stone Age? <i>(Local History)</i>	The Queen's Crown	Who is the greatest History maker?	Why did Delia buy a new hat? (Titanic) <i>(Local History)</i>	How do we know so much about what happened in the great fire of London?	Why were castles so important to the Normans? <i>(Local History)</i>	Why was Charles sent to Prison?	How do our toys and games compare with those of Children in the 1960s?
<b>History Year 4,5,6</b>	Why was winning the Battle of Britain so important?	Shang Dynasty – How did a pile of dragon bones help to solve an Ancient Chinese mystery?	Roman Britain - How did the arrival of the Romans change Britain? <i>(Local History)</i>	Bronze Age – What is the secret of the Standing Stones? <i>(Local History)</i>	Anglo Saxons - Who were the Anglo-Saxons and how do we know what was important to them?	Ancient Egypt – <i>What happened to the boy behind the Golden Mask?</i>	Why did Britain once Rule the largest Empire the world has ever seen? <i>(Local History)</i>	Vikings – What did the Vikings really want and how did Alfred prevent them getting it?	The Story of the Trojan Horse – Historical fact, legend or myth.



Geography	A			B			C		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
<b>Geography Year 1,2,3</b>  Global Curriculum	Why don't Penguins need to fly?	Where in the world is home for Denise and how does it compare with where I live?	Why does it matter where my food comes from?	How does the Geography of Kampong Ayer compare with my locality?	How does Weather affect our lives?	Why do we love being by the seaside so much?	How do we persuade people to join us in tackling the causes of global warming?	What is the Geography of where I live like?	What do we find at places where the land meets the sea?
<b>Geography Year 4,5,6</b>  Global Curriculum	How is Climate Change Affecting the World?	How do volcanoes effect the lives of people on Hiemaey (Iceland)?	Why are Mountains so important?	How can we live more Sustainably?	Why is fair trade fair?	Beyond the magic kingdom what is the Sunshine State really like?	What are national parks for?	How and why does the quality of the environment change in and around the area where I live?	What is a River?
<b>Geography - across the year. Year 1-6</b>	Identify seasonal and daily weather patterns in the UK ( <i>Human and Physical Geography</i> ) Beach Trip ( <i>Geographical Skills and Fieldwork, Human and Physical Geography</i> ) Significance of latitude, longitude, equator, northern and southern hemispheres, tropics and GMT ( <i>Locational Knowledge</i> )								



Science	A (Year 2 / Year 6)			B (Year 3/ Year 4)			C (Year 1 / Year 5)		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
<b>Science Year 1,2,3</b>	Animal needs for survival  Humans  Materials  Plastic	Plants (light and dark)  Living things and their habitats  Light and dark	Plants (bulbs and seeds)  Growing up  Bulbs and seeds  Growing up (b)  Wildlife	Skeletons  Movement  Nutrition and diet  Food waste  Rocks	Fossils  Soils  Light	Plants A  Forces  Magnets  Plants B  Biodiversity	The Human body (Year 1)  Materials (Year 1)  Seasonal Changes (Autumn, Winter)	Planting (a)  Animals  Caring for the Planet  Seasonal Changes (spring)  Planting (b)	Plants  Planting ©  Growing and cooking  Seasonal Changes (summer)
	Observe changes across the four seasons (Year 1 -3) Observe and describe weather associated with the seasons and how length of day varies (Year 1- 3) Working Scientifically (Year 1-6) to be assessed through TAPS								
<b>Science Year 4,5,6</b>	Living things and their Habitats (Year 6)  Electricity  Renewable Energy	Light  Light Pollution  The circulatory system  Diet, drugs and lifestyle	Variation  Adaptions  Fossils  Themed Projects – Year 7 ready	Group and Classify living things (Year 4)  Data Collection A  States of Matter	Sound  Data collection B  Electricity  Energy	Data Collection C  Habitats  Deforestation  The digestive system  Food chains	Forces  Space  Global Warming	Properties of Materials  Animals including Humans  Life Cycles	Reproduction A  Reversible and irreversible changes  Plastic Pollution  Reproduction B



<b>Science</b> <b>Year 4,5,6</b>	Living things and their Habitats (Year 6)  Electricity  Renewable Energy	Light  Light Pollution  The circulatory system  Diet, drugs and lifestyle	Variation  Adaptions  Fossils  Themed Projects – Year 7 ready	Group and Classify living things (Year 4)  Data Collection A  States of Matter	Sound  Data collection B  Electricity  Energy	Data Collection C  Habitats  Deforestation  The digestive system  Food chains	Forces  Space  Global Warming	Properties of Materials  Animals including Humans  Life Cycles	Reproduction A  Reversible and irreversible changes  Plastic Pollution  Reproduction B
Working Scientifically (Year 1-6) to be assessed through TAPS									
<b>Art</b>	A			B			C		
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Art</b> <b>Year 1,2,3</b>	<a href="#">Music and Art</a> Disciplines: Drawing, Making, Sketchbooks	<a href="#">Exploring the World through Mono Print</a> Disciplines: Printmaking (mono print),	<a href="#">Explore and Draw</a> Disciplines: Drawing, Sketchbooks, Collage	<a href="#">Gestural Drawing with Charcoal</a> Disciplines: Drawing Sketchbook	<a href="#">Exploring Watercolour</a> Disciplines: Painting (watercolour)	<a href="#">Expressive Painting</a> Disciplines: Painting, Sketchbooks	<a href="#">Be An Architect</a> Disciplines: Architecture, drawing, sketching	<a href="#">Cloth, Thread and Paint</a> Disciplines: painting, sewing,	<a href="#">Flora and Fauna</a> Disciplines: Drawing, collage, sketchbooks



	<b>Artists:</b> Kandinsky, Various "Projection Mapping" artists	Drawing, Collage <b>Artists:</b> Xgaoc'o X'are, Leonardo Di Vinci	<b>Artists:</b> Rosie James, Alice Fox	<b>Artists:</b> Heather Hansen, Laura McKendry, Edgar Degas	<b>Artists:</b> Paul Klee, Emma Burleigh	<b>Artists:</b> Marena Zacarias, Charlie French, Vincent Van Gogh, Cezanne	<b>Artists:</b> Hundertwasser , Zaha Hadid, Heatherwick Studios	drawing, sketchbooks <b>Artists:</b> Alice Kettle, Hannah Rae	<b>Artists:</b> Eric Carle, Joseph Redoute, Jan Van Kessel
<b>Art Year 4,5,6</b>	<a href="#">Brave Colour</a> Disciplines: Installation Art, Sketchbooks <b>Artists:</b> Olafur Eliasson, Yinka Ilori, Morag Myerscough, Liz West	<a href="#">Mixed Media Land and City Scapes</a> Disciplines: Painting, Drawing, Sketchbooks <b>Artists:</b> Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones	<a href="#">Exploring Identity</a> Disciplines: Collage, Drawing, Sketchbooks <b>Artists:</b> Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett	<a href="#">Print and Activism</a> Disciplines: Printing, Collage, Drawing <b>Artists:</b> Luba Lukova, Faith Ringgold, Shepard Fairey	<a href="#">2D Drawing to 3D Making</a> Disciplines: Drawing, Sculpture, Graphic Design, Collage, Sketchbooks <b>Artists:</b> Lubaina Himid, Clare Harrup	<a href="#">Sculpture, Structure, Inventiveness &amp; Determination</a> Disciplines: Drawing, Sketchbooks, Sculpture <b>Artists: Marcus Coates</b>	<a href="#">Typography and Maps</a> Disciplines: Design: Typography, Drawing, Collage, Sketchbooks <b>Artists:</b> Louise Fili, Grayson Perry, Paula Scher, Chris Kenny	<a href="#">Festival Feasts</a> Disciplines: Sculpture, Painting, Drawing, Collage, Sketchbooks <b>Artists:</b> Claes Oldenberg, Lucia Hierro, Nicole Dyer	<a href="#">Storytelling Through Drawing</a> Disciplines: Drawing, sketchbooks <b>Artists:</b> Laura Carlin, Shaun Tan
<b>DT</b>	<b>A</b>			<b>B</b>			<b>C</b>		
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>DT Year 1,2,3</b>	Movable Mechanisms: Christmas Cards with sliders and levers	Structures: Making a Mini Greenhouse (see Plan Bee)	Food & Diet: Cornish Picnic	Textiles: Hand Puppets	Movable Mechanisms: Propeller Planes with Wheels	Structures: Animal Habitat	Textile: Seasonal Stockings (See Plan Bee)	Movable Mechanisms: Minibeats (see Plan B)	Food & Diet: Bread
<b>DT Year 4,5,6</b>	Programming & Electronics: Light up Signs (see Plan B)	Structures: Bird House	Textiles: Re-usable Beach Bag	Food & Diet: Around the World Banquet	Textiles: Amazon Explorers' Work Belt (Tie Dye)	Movable Mechanisms: Moving Toys (see Plan Bee)	Food & Diet: Rationing Recipe (WW2)	Structures: Bridges (see Plan B)	Programming & Electronics: Programming Pioneers



	A			B			C		
Music	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
<b>Music Year 1,2,3</b>	W: First Access NP: BBC Ten Pieces Vivaldi: Winter from The Four Seasons Sing Up: Continents and Oceans songs Christmas	NP: First Access W: Sing Up: Living in the Stone Age (song)	BBC Ten Pieces: Handel's Zadok the Priest	W: First Access NP: I wanna play in a band (Charanga) Christmas	NP: First Access W: I wanna play in a band (Charanga)	Charanga: Zootime	W: First Access NP: In the Groove (Charanga) Christmas	NP: First Access W: In the Groove (Charanga)	BBC Ten Pieces: No Place Like
<b>Music Year 4,5,6</b>	BBC Ten Pieces: Elgar's Enigma Variations Christmas	BBC Ten Pieces: Steve Reich: Music for 18 Musicians	NP & W: First Access	Happy (Charanga) Christmas	BBC Ten Pieces Hans Zimmer – Earth	NP & W: First Access Sing Up: The Maya (song)	Singing Focus: Earth, Space and all that Jazz (Sing Up) BBC Ten Pieces: Mars from The Planets Christmas	Use this as a basis to work from: Viking Saga Songs	NP & W: First Access BBC Ten Pieces: Carmina Burana



MFL	A			B			C		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
<b>MFL Year 3,4</b>	<b>Early Language</b> I'm learning Spanish	<b>Early Language</b> I can Ancient Britain	<b>Early Language</b> Ice Creams Minibeasts	<b>Early Language</b> The Fruits The Vegetables	<b>Early Language</b> The Shapes Greetings	<b>Early Language</b> Seasons Under the Sea	<b>Early Language</b> Colours & Numbers Nursery Rhymes	<b>Early Language</b> Musical Instruments Little Red Riding Hood	<b>Early Language</b> Transport Animals
<b>MFL Year 5,6</b>	<b>Intermediate Language</b> Weather Do you have a Pet?	<b>Intermediate Language</b> What is the date? Clothes	<b>Progressive Language</b> School The Weekend	<b>Intermediate Language</b> The Cafe Presenting Myself	<b>Intermediate Language</b> What is the date? Goldilocks &[[ the Three Bears	<b>Progressive Language</b> Planets Habitats	<b>Intermediate Language</b> Family Home	<b>Intermediate Language</b> Families In the Classroom	<b>Progressive Language</b> Healthy Lifestyle The Olympics



PE	A			B					
	Autumn	Spring	Summer	Autumn	Spring	Summer			
PE Year 1,2	<b>ARENA</b> Dance Gymnastics	<b>ARENA</b> Gymnastics OAA	<b>ARENA</b> Athletics Net& Wall (tennis)	<b>ARENA</b> Dance Gymnastics	<b>ARENA</b> Gymnastics OAA	<b>ARENA</b> Athletics Net& Wall (tennis)			
	<b>PAFC</b> Games 1 & 2 Football	<b>PAFC</b> Games 3 & 4 Hockey	<b>BWC</b> Striking and Fielding (cricket)	<b>PAFC</b> Games 1 & 2 Football	<b>PAFC</b> Games 3 & 4 Hockey	<b>BWC</b> Striking and Fielding (cricket)			
PE Year 3,4	<b>ARENA</b> Dance Gymnastics	<b>ARENA</b> Netball OAA	<b>ARENA</b> Athletics Tennis	<b>ARENA</b> Dance Gymnastics	<b>ARENA</b> Netball OAA	<b>ARENA</b> Athletics Tennis			
	<b>PAFC</b> Football Tag Rugby	<b>PAFC</b> Hockey Basketball	<b>BWC</b> Striking and Fielding (cricket)	<b>PAFC</b> Football Tag Rugby	<b>PAFC</b> Hockey Basketball	<b>BWC</b> Striking and Fielding (cricket)			





<b>PE Year 5,6</b>	<b>ARENA</b> Dance Gymnastics	<b>ARENA</b> Netball OAA	<b>ARENA</b> Athletics Tennis Swimming	<b>ARENA</b> Dance Gymnastics	<b>ARENA</b> Netball OAA	<b>ARENA</b> Athletics Tennis Swimming			
	<b>PAFC</b> Football Tag Rugby	<b>PAFC</b> Hockey Handball	<b>BWC</b> Striking and Fielding (cricket)	<b>PAFC</b> Football Tag Rugby	<b>PAFC</b> Hockey Handball	<b>BWC</b> Striking and Fielding (cricket)			
<b>ASC</b>	<b>Arena Term 1:</b> Ball Skills	<b>Arena Term 1:</b> Gymnastics	<b>Arena Term 1:</b> Tennis	<b>Arena Term 1:</b> Ball Skills	<b>Arena Term 1:</b> Gymnastics	<b>Arena Term 1:</b> Tennis			
	<b>Arena Term 2:</b> Dance	<b>Arena Term 2:</b> Hockey	<b>Arena Term 2:</b> Tri-Golf	<b>Arena Term 2:</b> Dance	<b>Arena Term 2:</b> Hockey	<b>Arena Term 2:</b> Tri-Golf			
	<b>PAFC Term 1:</b> Football	<b>PAFC Term 1:</b> Football	<b>BWC: Term 1:</b> Cricket	<b>PAFC Term 1:</b> Football	<b>PAFC Term 1:</b> Football	<b>BWC: Term 1:</b> Cricket			
	<b>PAFC Term 2:</b> TAG Rugby	<b>PAFC Term 2:</b> Rounders	<b>BWC: Term 2:</b> Cricket	<b>PAFC Term 2:</b> TAG Rugby	<b>PAFC Term 2:</b> Rounders	<b>BWC: Term 2:</b> Cricket			



Computing	A			B					
	Autumn	Spring	Summer	Autumn	Spring	Summer			
<b>Computing Year 1/2</b>	<p><u>Autumn 1</u> Computer systems and network: Technology around us (year 1)</p> <p><u>Autumn 2</u> Creating media: Digital Photography (year 2)</p>	<p><u>Spring 1</u> Programming A: Moving a robot (year 1)</p> <p><u>Spring 2</u> Data and information: Pictograms (year 2)</p>	<p><u>Summer 1</u> Creating media: Digital writing (year 1)</p> <p><u>Summer 2</u> Programming B: Programming animations (year 1)</p>	<p><u>Autumn 1</u> Computer systems and network: Information technology around us (year 2)</p> <p><u>Autumn 2</u> Creating media: digital painting (year 1)</p>	<p><u>Spring 1</u> Programming A: robot algorithms (year 2)</p> <p><u>Spring 2</u> Creating media: digital music (year 2)</p>	<p><u>Summer 1</u> Data and information: grouping data (year 1)</p> <p><u>Summer 2</u> Programming B (year 2)</p>			



<p><b>Computing Year 3/4</b></p>	<p><u>Autumn 1</u> Computer systems and network: connecting computers (year 3)</p> <p><u>Autumn 2</u> Creating media: audio production (year 4)</p>	<p><u>Spring 1</u> Programming A: sequencing sound (year 3)</p> <p><u>Spring 2</u> Data and information: data logging (year 4)</p>	<p><u>Summer 1</u> Creating media: photo editing (year 4)</p> <p><u>Summer 2</u> Programming B: events and actions in programmes</p>	<p><u>Autumn 1</u> Computer systems and network: the internet (year 4)</p> <p><u>Autumn 2</u> Creating media: stop frame animation (year 3)</p>	<p><u>Spring 1</u> Programming A: repetition in shapes (year 4)</p> <p><u>Spring 2</u> Data and information: branching database (year 3)</p>	<p><u>Summer 1</u> Creating media: desktop publishing (Year 3)</p> <p><u>Summer 2</u> Programming B: Repetition in games (year 4)</p>			
<p><b>Computing Year 5/6</b></p>	<p><u>Autumn 1</u> Computing systems and networks: systems and searching (year 5)</p> <p><u>Autumn 2</u> Creating media: webpage creation (year 6)</p>	<p><u>Spring 1</u> Programming A: selection in physical computing (year 5)</p> <p><u>Spring 2</u> Data and information: introduction to spreadsheets (year 6)</p>	<p><u>Summer 1</u> Creating media: 3D modelling (Year 6)</p> <p><u>Summer 2</u> Programming B: selection in quizzes (year 5)</p>	<p><u>Autumn 1</u> Computing systems and networks: communication and collaboration (year 6)</p> <p><u>Autumn 2</u> Creating media: video production (year 5)</p>	<p><u>Spring 1</u> Programming A: variables in games (year 6)</p> <p><u>Spring 2</u> Data and information: flat-file database (year 5)</p>	<p><u>Summer 1</u> Creating media: vector drawing (year 5)</p> <p><u>Summer 2</u> Programming B: sensing movement (Year 6)</p>			
<p><b>RE</b></p>	<p>A</p>			<p>B</p>					



	Autumn	Spring	Summer	Autumn	Spring	Summer			
<b>RE Year: 1,2</b>	<p>1.2 - Who do Christians say made the World?</p> <p>1.8 - What makes some places sacred to believers?</p> <p>Christmas light touch</p>	<p>1.9 - How do we care for others and the world and why does it matter?</p> <p>1.5 - Why does Easter Matter to Christians?</p>	<p>1.7 - Who is Jewish and how do they live? (Term 1 and Term 2)</p>	<p>1.1 - What do Christians believe God is like?</p> <p>1.3 - Why does Christmas Matter to Christians?</p>	<p>1.4 - What is the good news Christians believe Jesus brings?</p> <p>1.10 - What does it mean to belong to a faith community?</p> <p>Easter light touch</p>	<p>1.6 - Who is Muslim and how do they live? (Term 1 and Term 2)</p>			
<b>RE Year: 3,4</b>	<p>L2.4 - What kind of world did Jesus want?</p> <p>L2.12 – How and why do people try to make the world a better place.</p>	<p>L2.11 – How and why do people mark the significant events of life</p> <p>L2.5 - Why do Christians call the day Jesus died Good Friday?</p>	<p>L2.9 - How do festivals and worship show what matters to Muslims?</p> <p>L2.10 - How do festivals and family life show what matters to Jewish people?</p>	<p>L2.1 - What do Christians learn from the Creation Story?</p> <p>L2.2 – What is it like for someone to follow God?</p>	<p>L2.3 – What is the Trinity and why is it important Christians?</p> <p>L2.6 – For Christians what was the impact of Pentecost</p>	<p>L2.7 - What do Hindus believe God is like?</p> <p>L2.8 - What does it mean to be Hindu in Britain today?</p>			
<b>RE Year: 5,6</b>	<p>U2.4 - How do Christians decide how to live?</p> <p>U2.12 – How does faith help people when life gets hard?</p>	<p>U2.11 - Why do some people believe in God and some do not?</p> <p>U2.5– What would Jesus do?</p>	<p>U2.9 – Why is the Torah so important to Jewish people?</p> <p>U2.10 - What matters most to humanists and Christians</p>	<p>U2.1 - What does it mean if Christians believe God is holy and loving?</p> <p>U2.2 - Creation and Science conflicting or complimentary?</p>	<p>U2.3 – Why do Christians believe Jesus in the Messiah?</p> <p>U2.6 – For Christians what kind of King is Jesus?</p>	<p>U2.7 – Why do Hindus want to be good</p> <p>U2.8 - What does it mean to be Muslim in Britain today?</p>			



***Note: Units are taken from the Cornwall Agree Syllabus and Understanding Christianity. There are two units per term unless it is an extended unit that runs the duration of the term. L refers to Lower Key Stage 2 and U refers to Upper Key Stage 2.***

***Note: Where there isn't a unit directly related to Christmas and Easter please ensure planning includes the Christmas/Easter Story***



PHSE SCARF curriculum	A					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>PHSE Year: 1,2</b>	<u>Me and my relationships</u> 1. Why we have classroom rules 2. How are you listening? 3. Thinking about feelings 4. Being a good friend 5. Types of bullying 6. Don't do that!	<u>Valuing differences</u> 1. Same or different 2. Unkind, tease or bully 3. Harold's school rules 4. What makes us who we are? 5. My special people 6. How do we make others feel?	<u>Keeping safe</u> 1. Super sleep 2. Who can I help (1) 3. Good or bad touches? 4. Harold's picnic 5. How safe would you feel? 6. What should Harold say?	<u>Rights and respects</u> 1. Harold has a bad day 2. Around and about the school 3. Taking care of something 4. Getting on with others 5. When I feel like erupting 6. Feeling safe	<u>Being my best</u> 1. I can eat a rainbow 2. Eat well 3. Harold wash and brush up 4. You can do it 5. My day 6. Harold's postcard – helping us to keep clean and healthy	<u>Growing and changing</u> 1. Healthy me 2. Keeping privates private 3. Who can help? (2) 4. A helping hand 5. Sam moves away 6. Haven't you grown
<b>PHSE Year: 3,4</b>	<u>Me and my relationships</u> 1. As a rule 2. Looking after our special people 3. How can we solve this problem 4. Human machines 5. Ok or not ok? (1) 6. Ok or not ok? (2)	<u>Valuing differences</u> 1. Respect and challenge 2. Family and friends 3. My community 4. Can you sort it? 5. What would I do? 6. The people we share our world with	<u>Keeping safe</u> 1. Safe or unsafe? 2. Danger or risk? 3. The risk robot 4. How dare you! 5. Keeping ourselves safe 6. Picture wise	<u>Rights and respects</u> 1. Helping each other to stay safe 2. Recount activities 3. Our helpful volunteers 4. Who helps us stay healthy and safe 5. It's your right 6. How do we make a difference?	<u>Being my best</u> 1. Derek cooks dinner 2. Poorly Harold 3. Body team work 4. What makes me ME! 5. Making choices 6. SCARF hotel	<u>Growing and changing</u> 1. Relationship tree 2. Body space 3. Basic first aid 4. Moving house 5. My feelings are all over the place 6. All change



<p><b>PHSE</b> <b>Year: 5,6</b></p> <p>=</p>	<p><b><u>Me and my relationships</u></b></p> <ol style="list-style-type: none"> <li>1. Collaboration challenge</li> <li>2. Give and take</li> <li>3. Our emotional needs</li> <li>4. Working together</li> <li>5. Solve the friendship problem</li> <li>6. Assertiveness skills</li> </ol>	<p><b><u>Valuing differences</u></b></p> <ol style="list-style-type: none"> <li>1. Qualities of friendship</li> <li>2. Kind conversation</li> <li>3. Happy being me</li> <li>4. Ok to be different</li> <li>5. We have more in common than not</li> <li>6. Respecting differences</li> </ol>	<p><b><u>Keeping safe</u></b></p> <ol style="list-style-type: none"> <li>1. Spot bullying</li> <li>2. Play, like, share</li> <li>3. Vaping: healthy or unhealthy</li> <li>4. Think before you click</li> <li>5. To share or not to share</li> <li>6. Rat park</li> </ol>	<p><b><u>Rights and respects</u></b></p> <ol style="list-style-type: none"> <li>1. What's the story?</li> <li>2. Fact or opinion?</li> <li>3. Mo makes a difference</li> <li>4. Two sides to every story</li> <li>5. Fakebook friends</li> <li>6. What's it worth?</li> </ol>	<p><b><u>Being my best</u></b></p> <ol style="list-style-type: none"> <li>1. It all adds up</li> <li>2. Different skills</li> <li>3. My school community (2)</li> <li>4. This will be your life!</li> <li>5. Our recommendations</li> <li>6. Basic first aid including sepsis awareness</li> </ol>	<p><b><u>Growing and changing</u></b></p> <ol style="list-style-type: none"> <li>1. How are they feeling?</li> <li>2. Take notice of our feelings</li> <li>3. Dear Ash</li> <li>4. I look great!</li> <li>5. Media manipulation</li> <li>6. Pressure online</li> </ol>
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PHSE	B					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>PHSE</b> <b>Year: 1,2</b>	<u>Me and my relationships</u> 1. Our ideal classroom 2. Our feelings 3. Feelings and our bodies 4. How are we feeling today? 5. Good friends 6. Lets all be happy	<u>Valuing differences</u> 1. It's not fair 2. Who are our special people? 3. Our special people balloons 4. When someone is feeling left out 5. An act of kindness 6. Solve the problem	<u>Keeping safe</u> 1. Sharing pictures 2. What could Harold do? 3. Harold loses Geoffrey 4. I don't like that! 5. Fun or not? 6. Should I tell?	<u>Rights and respects</u> 1. Harold's money 2. How should we look after money? 3. Harold saves for something special 4. Basic first aid 5. Playing games 6. How can we look after the environments?	<u>Being my best</u> 1. Catch it, bin it, kill it 2. Harold learns to ride a bike 3. Pass on the praise 4. Harold's bathroom 5. What does my body do? 6. My body needs...  Basic first aid day/ morning TBC	<u>Growing and changing</u> 1. Taking care of a baby 2. Suprises and secrets 3. Some secrets should never be kept 4. My body, your body 5. Respecting privacy 6. Then and now





<p><b>PHSE</b> Year: 3,4</p>	<p><b><u>Me and my relationships</u></b></p> <ol style="list-style-type: none"> <li>1. Friends are special</li> <li>2. Thunks</li> <li>3. Dan's dare</li> <li>4. An e-mail from Harold</li> <li>5. Different feelings</li> <li>6. Under pressure</li> </ol>	<p><b><u>Valuing differences</u></b></p> <ol style="list-style-type: none"> <li>1. Our friends and neighbours</li> <li>2. Lets celebrate our differences</li> <li>3. Zeb</li> <li>4. That is such a stereotype!</li> <li>5. Friend or acquaintance?</li> <li>6. Islands!</li> </ol>	<p><b><u>Keeping safe</u></b></p> <ol style="list-style-type: none"> <li>1. Super searcher</li> <li>2. Help or harm?</li> <li>3. Alcohol and cigarettes: the facts</li> <li>4. Danger, risk or harm?</li> <li>5. Raisin challenge (2)</li> <li>6. Medicines – check the label</li> </ol> <p style="text-align: center;"><b>Raisin challenge 1 to complete on a separate occasion</b></p>	<p><b><u>Rights and respects</u></b></p> <ol style="list-style-type: none"> <li>1. Can Harold afford it?</li> <li>2. Earning money</li> <li>3. Harold's environment project</li> <li>4. In the news!</li> <li>5. Safety in numbers</li> <li>6. Why pay taxes?</li> </ol>	<p><b><u>Being my best</u></b></p> <ol style="list-style-type: none"> <li>1. For or against?</li> <li>2. I am fantastic!</li> <li>3. Top talents</li> <li>4. Harold's seven R's</li> <li>5. My school community</li> <li>6. Basic first aid</li> </ol>	<p><b><u>Growing and changing</u></b></p> <ol style="list-style-type: none"> <li>1. Secret or surprise?</li> <li>2. My changing body</li> <li>3. None of your business</li> <li>4. Prepare for changes at puberty</li> <li>5. Secret or surprise?</li> <li>6. Together</li> </ol>
<p><b>PHSE</b> Year: 5,6 =</p>	<p><b><u>Me and my relationships</u></b></p> <ol style="list-style-type: none"> <li>1. How good a friend are you?</li> <li>2. Relationship cake</li> <li>3. Being assertive</li> <li>4. Behave yourself</li> <li>5. Don't force me</li> <li>6. Acting appropriately</li> </ol>	<p><b><u>Valuing differences</u></b></p> <ol style="list-style-type: none"> <li>1. The land of the red people</li> <li>2. Is it true?</li> <li>3. Stop, start, stereotypes</li> <li>4. Boys will be boys? – challenging gender stereotypes Advertising friendships!</li> <li>5. Tolerance and respect for others</li> </ol>	<p><b><u>Keeping safe</u></b></p> <ol style="list-style-type: none"> <li>1. Decision dilemmas</li> <li>2. Ella's diary dilemmas</li> <li>3. Would you risk it?</li> <li>4. What sort of drug is...?</li> <li>5. Drugs: it's the law!</li> <li>6. Alcohol: what is normal?</li> </ol>	<p><b><u>Rights and respects</u></b></p> <ol style="list-style-type: none"> <li>1. Rights, respect and duties</li> <li>2. Spending wisely</li> <li>3. Lend us a fiver!</li> <li>4. Happy shoppers – caring for the environment</li> <li>5. Democracy in Britian 1 – Elections</li> <li>6. Democracy in Britian 2 – How (most) laws are made</li> </ol>	<p><b><u>Being my best</u></b></p> <ol style="list-style-type: none"> <li>1. Independence and responsibility</li> <li>2. Star qualities?</li> <li>3. Basic first aid including sepsis awareness</li> <li>4. What's the risk? (1)</li> <li>5. What's the risk? (2)</li> <li>6. Five ways to wellbeing project</li> </ol>	<p><b><u>Growing and changing</u></b></p> <ol style="list-style-type: none"> <li>1. Growing and changing bodies</li> <li>2. Changing bodies and feeling</li> <li>3. Help! I'm a teenager – get me out of here!</li> <li>4. Helpful or unhelpful? Managing change</li> <li>5. Is this normal?</li> <li>6. Making babies</li> </ol>