



Year	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 1	<p><b>RULES AND RESPONSIBILITIES</b></p> <ul style="list-style-type: none"> <li>To agree and follow rules for their group and classroom</li> <li>To understand how rules help them</li> <li>To look at the responsibilities connected towards family members and pets</li> </ul> <p><b>FRIENDSHIP</b></p> <ul style="list-style-type: none"> <li>To recognise qualities, behaviours and attitudes which are important in friendships and relationships</li> <li>To respect similarities and differences in each other</li> <li>To accept that others attitudes and values may be different to yours</li> <li>To begin to recognise the range of human emotions and ways to deal with these</li> <li>To recognise the difference between right and wrong in simple everyday situations.</li> </ul>	<p><b>WHY DOES THE WORLD NEED CHARITY?</b> Charity Focus: Poppy Appeal/ Children in Need</p> <ul style="list-style-type: none"> <li><b>Ideas of poverty</b> I can describe what being 'poor' means to me</li> <li><b>Global poverty</b> I can describe what poverty means and give some examples</li> <li><b>Developing countries</b> I can describe a some ways in which a developing country is different from my own</li> <li><b>Ideas of development</b> I can describe how the UK has developed</li> <li><b>Relevance to me</b> I know some ways that people help those in poverty.</li> <li><b>What can I do?</b> I know of some ways in which I can help those in poverty e.g. donations to charities</li> </ul>	<p><b>KEEPING SAFE/INTERNET SAFETY</b></p> <ul style="list-style-type: none"> <li>To develop an awareness of the benefits of medicine if used correctly</li> <li>To highlight the dangers and risks of putting unknown substances or other people's medicines into the body</li> <li>To explore people who can help them to stay safe</li> <li>To discuss e-safety in terms of the school acceptable use policy</li> <li>To talk about passwords and why they need to be kept private</li> </ul> <p><b>RECYCLING</b></p> <ul style="list-style-type: none"> <li>To encourage pupils to take responsibility for recycling waste and how properties relate to recyclability</li> </ul>	<p><b>ME IN OUR WORLD</b></p> <ul style="list-style-type: none"> <li><b>Human rights</b> I can talk about how all people should be treated equally.</li> <li><b>Inequality</b> I know that there are richer and poorer people in the UK</li> <li><b>Sustainability</b> I can describe the problem of simple things we use every day running out.</li> <li><b>Interdependence</b> I know that people are connected across countries.</li> <li><b>Relevance to me</b> I know some ways that people can help those being treated unfairly</li> <li><b>What can I do?</b> I know of one or two ways my actions can impact on poverty and inequality</li> </ul>	<p><b>PERSONAL HYGIENE/EXERCISE</b></p> <ul style="list-style-type: none"> <li>To encourage good personal hygiene habits</li> <li>To develop an understanding that germs can cause diseases</li> </ul> <p><b>GROWING AND CHANGING</b></p> <ul style="list-style-type: none"> <li>To develop an understanding about how the body changes as we grow older</li> <li>To become familiar with the ways in which people's needs and responsibilities change as they get older</li> <li>To introduce language associated with the human life cycle</li> </ul>	<p><b>CAN I MAKE A DIFFERENCE?</b></p> <ul style="list-style-type: none"> <li><b>Why is there global poverty?</b> I know one or two reasons why people might be poor.</li> <li><b>Relevance to me</b> I know one or two examples of how my actions link to people in developing countries, e.g. shopping.</li> <li><b>Development challenges</b> I know one or two simple reasons why a country might be 'less developed'.</li> <li><b>What can be done?</b> I know of one or two simple ways in which poverty and development challenges can be tackled.</li> <li><b>Who can act?</b> I can identify one or two people, or groups, who can act to improve poverty and development.</li> <li><b>What can I do?</b> I know of one or two ways my actions can impact on poverty and development.</li> </ul>
Year 2	<p><b>RULES AND RESPONSIBILITIES</b></p> <ul style="list-style-type: none"> <li>To agree and follow rules for their group and classroom</li> <li>To take and share responsibility for their own behaviour</li> <li>To develop awareness of our responsibilities towards the environment and personal safety</li> </ul> <p><b>FEELINGS AND EMOTIONS</b></p> <ul style="list-style-type: none"> <li>To recognise that there are similarities and differences between humans</li> <li>To develop a vocabulary for expressing emotions effectively</li> </ul>	<p><b>WHY DOES THE WORLD NEED CHARITY?</b> Charity Focus: Macmillan/ Save the Children</p> <p><b>Ideas of poverty</b></p> <ul style="list-style-type: none"> <li>I can describe what being 'poor' means using the idea of not having money or things, and also not being able to use important things like schools or hospitals.</li> </ul> <p><b>Global poverty</b></p> <ul style="list-style-type: none"> <li>I can describe one or two global poverty issues, and know that there has been progress on a number of poverty targets.</li> </ul> <p><b>Developing countries</b></p> <ul style="list-style-type: none"> <li>I can describe a number of ways in which developing countries are similar and different to the UK, including geography, culture and history.</li> </ul> <p><b>Ideas of development</b></p> <ul style="list-style-type: none"> <li>I can describe development as not always linear and related to money, but also things like better schools or hospitals.</li> </ul> <p><b>Relevance to me</b></p> <ul style="list-style-type: none"> <li>I can describe a number of ways my actions link to people in developing countries, e.g. shopping, using energy.</li> </ul> <p><b>What can I do?</b></p> <ul style="list-style-type: none"> <li>I can describe one or two ways my actions can impact on poverty and development, for example buying fairer goods.</li> </ul>	<p><b>SAFETY IN THE HOME/INTERNET SAFETY</b></p> <ul style="list-style-type: none"> <li>To reinforce the rules for basic road safety</li> <li>To develop awareness of our responsibilities towards the environment and personal safety</li> <li>To develop an understanding of what is safe/unsafe in the home surroundings</li> <li>To discuss e safety, understand and abide by acceptable use policy</li> <li>To discuss personal safety when using the internet at home</li> </ul> <p><b>PEOPLE WHO HELP US</b></p> <ul style="list-style-type: none"> <li>To enable children to identify people who help us keep us safe within the community and why their jobs are important</li> <li>To develop vocabulary related to different types of jobs including road safety</li> <li>To develop an understanding of why people wear uniforms including reflective and fluorescent uniforms</li> </ul>	<p><b>ME IN OUR WORLD</b></p> <ul style="list-style-type: none"> <li><b>Human rights</b> I know that all people have human rights, and can name one or two in relation to myself and the people in the wider world</li> <li><b>Inequality</b> I can describe the idea of there being a bigger or smaller difference between what richer and poorer people have and how the difference may be bigger or smaller in different countries</li> <li><b>Sustainability</b> I can describe what sustainable means, and can describe some environmental challenges e.g. climate change.</li> <li><b>Interdependence</b> I can describe some ways people are connected across countries, e.g. through trade and migration.</li> <li><b>Relevance to me</b> I can describe a number of ways my actions link to people in developing countries, e.g. shopping, using energy.</li> <li><b>What can I do?</b> I can describe one or two ways my actions can impact on poverty and development, for example buying fairer goods.</li> </ul>	<p><b>PERSONAL HYGIENE/ EXERCISE</b></p> <ul style="list-style-type: none"> <li>To enable pupils to start to take responsibility for themselves</li> <li>To know that physical activity contributes to a healthy lifestyle</li> <li>To think about different types of physical activity</li> <li>To understand that not all exercise is competitive</li> <li>To understand that being out in the sun without sun protection can be detrimental to health</li> </ul> <p><b>RECYCLING AND AID</b></p> <ul style="list-style-type: none"> <li>To develop an awareness of what improves and harms their local, natural and built environments and about some of the ways people look after them</li> <li>To recognise the importance of charitable organisations in dealing with the most vulnerable in society</li> </ul>	<p><b>CAN I MAKE A DIFFERENCE?</b></p> <ul style="list-style-type: none"> <li><b>Why is there global poverty?</b> I can describe one or two ideas of why people may be poor, related to their situation.</li> <li><b>Relevance to me</b> I can describe a number of ways my actions link to people in developing countries, e.g. shopping, using energy.</li> <li><b>Development challenges</b> I can describe one or two reasons why a country might be 'less developed' than other countries.</li> <li><b>Development challenges</b> I can describe one or two reasons why a country might be 'less developed' than other countries.</li> <li><b>What can be done?</b> I can describe one or two simple ways in which poverty and development challenges can be tackled, for example giving aid.</li> <li><b>Who can act?</b> I can describe one or two people, or groups, who can act to improve poverty and development, for example governments.</li> <li><b>What can I do?</b> I can describe one or two ways my actions can impact on poverty and development, for example buying fairer goods.</li> </ul>

**Teach themes:** Cover objectives in LTP involving- global poverty/ development/ rights and essential services/ global relationships/ sustainable development/ actions of governments/ actions of citizens/ business and technology

**Teach skills** Plan activities involving key skills- critical thinking/ multiple perspectives/ challenging perceptions/ enquiry and discussion/ communication/ teamwork/ planning/ reflection and evaluation

**Develop values:** Fairness/ agency/ care/ self- esteem/ diversity/ respect/ social justice/ empathy