| Theme | EYFS | Year I | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------------------------------|---------------------------------|-----------------------|-----------------------|------------------------|-----------------------|-------------------------|-------------------------|
| Families and people who care for me | To have an understanding of | To understand that | To understand the | To understand that | To understand that | To understand and | To understand that |
| 1 1 | who looks after us and how | families are | characteristics of | some families may | stable, caring | recognise if family | marriage between two |
| RE. | they help us every day. | important when | healthy family life. | look different to our | relationships, which | relationships are | people represents a |
| | | growing up as they | | own family. | may be of different | making us feel | formal and legally |
| | | support us, show us | To show commitment | | types, are at the | unhappy or unsafe. | recognised |
| | | love, security and | to each other. | To show respect to | heart of a happy | "" | commitment, which is |
| | | stability. | | people's families if | family. | To be able to seek help | intended to be |
| | | | To show protection | they are different to | | and advice from | lifelong. |
| | | How can we find out | and care for other | our own. | To understand that | others if needed | • |
| | | about a Christian | family members. | | relationships are | | What will make our |
| | | belief? | | What do we celebrate | important for our | What can we learn | city a more respectful |
| | | Children explore the | To understand the | and why? | security as we grow | from religion about | place? |
| | | concept of God as a | importance of | Address through | up. | temptation? | Children explore how |
| | | father-link with | spending time | initial discussions of | · | In this unit, the | religion and religious |
| | | their relationships | together. | what a celebration is. | What do people | children will learn | leaders can help to |
| | | with members of their | | The children will | believe about God? | stories about | build up a sense of |
| | | family. Extend to | Special stories about | understand that | Children learn about | temptation. Jesus was | community. Link how |
| | | explore our school | Moses/Special stories | people celebrate | God as a father- | tempted by the devil- | places of worship are |
| | | family and religious | for Christians | different occasions in | traditionally in the | what should we do | used in marriage |
| | | groups as being | Moses' mother | different ways. Do | role of the head of | when people ask us to | ceremonies. What do |
| | | families. | protected Moses and | these differences | the family. Use this | do things we don't | couples promise each |
| | | | hid him from danger. | matter? How can we | concept to explore | want to do or know | other? Do couples |
| | | | Explore unconditional | respect and celebrate | different ways | are wrong? In another | always marry in a |
| | | | love between family | our differences? | families are made up | story, Ibrahim was | church, mosque, |
| | | | members and how | | and the relationships | going to sacrifice his | gurdwara etc? |
| | | | this love can be | | within these family | own son. Who can we | |
| | | | shown. This could | | groups. | turn to if we need | |
| | | | also be addressed | | | help about members | |
| | | | through stories of | | | of our own family? | |
| | | | Joseph and the way | | | | |
| | | | he was treated by his | | | | |
| | | | father and brothers. | | | | |
| Caring friendships | To understand what we mean | To have an | To understand how | To understand the | To understand that | To understand that | To be able to recognise |
| | by manners and being friendly. | understanding of how | important friends are | characteristics of | healthy friendships | friendships have ups | who to trust and who |
| PHSE/English | | friendships are in | in making us feel | friendship: mutual | are positive. | and downs. | not to trust. |
| | To play co-operatively, taking | making us happy and | happy and secure. | respect, truthfulness, | | | |
| | turns with others. | secure. | | trustworthiness, | To ensure that | To recognise that | To understand how to |
| | | | To choose good | loyalty, kindness, | relationships should | friendships need to be | judge when a |
| | To take listen to other's ideas | To discuss how people | friendships and how | generosity, trust, | not make others feel | worked at and looked | friendship is making |
| | about how to organise their | choose and make | to go about choosing | sharing interests and | lonely or excluded. | after. | them feel unhappy or |
| | activity. | friends. | friends. | experiences. | | | uncomfortable. |

| | To show sensitivity to others' needs and feelings. To form positive relationships with adults and other children. Understand someone else's point of view can be different from theirs. To understand what bullying is and that this is unacceptable behaviour. To resolve minor disagreements through listening and arriving to a solution. | Lwonder. questions that puzzle us Children read and explore several stories about how Jesus helped others and they know about his disciples through these stories. Link to how the children make friends and how friends should make us feel. | Special stories for Christians Children learn the story of how Jesus saved his friends when he calmed a storm at sea. Explore friendship through this story. This could also link to the story of Noah- God made a promise to Noah that He would always be there. What promises do we make our friends? | Why do some people think Jesus is inspirational? Whilst exploring the 'I am' sayings of Jesus, explain that some Christians see Jesus as a very special friend. What are the qualities we look for in friends? Did Jesus have these qualities? Do we? | What do people believe about God? After the Ascension of Jesus, his disciples were afraid. Why was this? Explain how Jesus and his disciples were special friends- how did they show they cared for each other? How do we care for our friends? What does a good friend look like? What should friends never do? | To understand that working through a friendship to repair or strengthen it is important. To understand that resorting to violence is never right. What matters most? Use the humanist teaching 'Do to other people what you would like them to do to you' as a hook for exploring violence. Is there a friendship code? What happens when friendships break down? How can conflicts be resolved? | To manage conflicts between friends and family members such as siblings. To know how to manage the above situations and who to ask for help, support and guidance. Can Christian Aid and Islamic Relief change the world? Whilst exploring the concept of charity, children explore Jesus' teachings on how to help others and who should be helped. Use 'The Prodigal Son' as a hook to examine conflict resolution and trusting people. |
|-------------------------------------|---|---|---|---|--|---|--|
| Respectful relationships RE/PHSE | | To discuss types of bullying such as cyberbullying and the impact they have on people. Beginning to learn about Sikhism. Use the stories of Guru Hargobind rescuing innocent prisoners and Duni Chand to explore bullying and how we should treat other people | To understand the importance of respecting others including when they are different to us. To make different choices. To understand that people have different beliefs and preferences in life. Holy places/Special stories for Muslims | Expect to be treated with respect in the school environment and in wider society. To show respect to others including those in positions of authority. Such as teacher, TA, headteacher, parent, adult. What is it like to be a Hindu? Hindus worship at home and have | To explain the importance of self-respect and how this links to their own happiness. Sikhs and Hindus: who is inspiring? What attributes of a leader do they have? Whom do they inspire? Can the children recognise what they are good at and what they do well? Explore the importance of loving | To explain what a stereotype is. To understand that stereotypes can be unfair, negative or destructive and how these influence our lives. What matters most? In this unit, the children learn about moral codes and explore 'The Parable of the Good Samaritan'. Use as | To understand the importance of permission-seeking and giving in relationships with friends, peers and adults. Links across units when addressing issues of respect and how we should behave towards each other and each other's possessions. |

| | | | Explore the concept of respect and how people should behave when they are visiting someone else's special place. People who disagreed with his beliefs treated Muhammad disrespectfully. How should we treat people who have different beliefs? | special rooms where they pray. They view God as a guest in their home. How do Hindus welcome God? Link to how visitors should be treated in their homes and then extend into school and the wider community. How should respect be shown and earned? | ourselves and being proud of our own achievements. | a hook to link to stereotype- the reader assumes the priest will help the injured but he doesn't. People had pre-conceived ideas about Samaritans in those days. Which stereotypes exist in our society? | |
|----------------------|--|--|--|--|--|--|--|
| Staying safe IT/PHSE | To understand that the internet is an exciting place but we must follow certain rules when going online. | To understand how to say goodbye to technology when you don't want to? To understand how to stay safe when visiting a website or an app? To understand how we can we be safe, respectable and responsible online? To understand how to go places safely online? To understand how why is it important to listen to your feelings when using technology? To understand how we can find a balance between our | To understand how is it important that we have device free moments in our lives? To know what kinds of information I should keep to myself when I use internet? To know what information is ok to have in your digital footprint? To know how we are all part of an online community? To know what to do if someone is mean to you online. To know how you give credit for other people's work? | To know how digital citizens take responsibility for themselves, their communities and their world? To know how a strong password can help protect your privacy? To know how what I post online can affect my identity. To know what makes a strong online community? To know what to do when someone uses mean or hurtful language on the internet? To know why some people alter pictures and videos? | To know what makes a healthy media choice? To know what information about you is ok to share online? To know how our online activity affect the digital footprints of others and ourselves? To know how can I keep positive and have fun while playing online games, and help others do the same? To understand how can we be up standers when we see cyberbullying? | To know what media balance means for me? To know what clickbait is and how can you avoid it? To know how gender stereotypes shape our experiences online? To know how to keep online friendships safe? To know what cyberbullying is and what you can do to stop it? To know the rights and responsibilities you have as a creator? | To understand how we balance digital media in our lives? To know how you protect yourselves from phishing? To know the benefits and drawbacks of presenting yourself in a different way online? To know how to chat safely with people you meet online. To know how to deescalate digital drama so it does not go too far. How do we find credible information on the internet? |

| Mental well-being To explore a range of emotions such as happy, and, upset, fear, anger, surprise and nervousness. To discuss how different situations alter emotions. To have a varied vocabulary when talking about their own and others' emotions. To have a remotions. To have a veried vocabulary when talking about their own and others' emotions. To have a veried vocabulary when talking about their own and others' emotions. To have a veried vocabulary when talking about their own and others' emotions. To have a veried vocabulary when talking about their own and others' emotions. To have a veried vocabulary when talking about their own and others' emotions. To pend time in a community. Least fits scared so the prompte of Cod. What offer feelings do other people experience? Through the words of the Lord's Prouger, explore 'sin' and the difference between right and wrong. What is like to be a hindure and promitise of hobbies and from life to spend time away from the city or he could pray. Where do the city or he could pray where do the city or he could pray where do the city or he could pray. Where do the other propes and how halping others can benefit sursakes as well as members of our community. The pend time with family surface the finally and friends. To spend time with family and friends. To explain the benefits of hobbies and free time. To explain the benefits of hobbies and free time. To explain the benefits of hobbies and free time. To explain the benefits of hobbies and free time. To explain the benefits of hobbies and free time. To explain the benefits of hobbies and free time. To explain the benefits of hobbies and free time with family and friends. To the the stored and how to speak time out of the proper when the self-care techniques, including taking time that tit is unportant to seek. hal | 6 | 5 | To know what rights and responsibilities you have as a creator? | 3 | 2 | online and offline activities? | EYFS | |
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| Such as happy, sad, upset, fear, anger, surprise and nervousness. To discuss how different situations after enotions. To have a varied vecabulary where talking about their own and others' enotions. To have a varied vecabulary where talking about their own and others' enotions. To have a varied vecabulary where talking about their own and others' enotions. To have a varied vecabulary where talking about their own and others' enotions. To spend time in a community. To spend time in a community. To explain the benefits of volunteering somewhere, explore sin' and the difference between right and wrong. Beginning to learn the stories and prayer and the difference between right and wrong. Beginning to learn the stories of the Lord's Prayer, explore sin' and the difference between right and wrong. Beginning time? Link to be a findular as part of their prayer ritual. How can meditation may be produced their outside by the words of the Lord's Prayer, explore sin' and the difference between right and wrong. Beginning time? Link to be a findular as part of their prayer ritual. How can meditation may like to be a findular and liked to be a findular as part of the breath to be the prayer and the addition and loreliness including talking time for rest making sure for rest, making sure for rest, making sure for rest, making sure for the with family and friends. To spend time with family and friends. To explain the benefits of volunteering of hobbes and free time. To explain the benefits of thoses and free time. To explain the benefits of volunteering of hobbes and free time. To explain the benefits of finding time for rest, making sure and the total time for rest, making sure for the with family and friends. To explain the benefits of finding free freets make enough in this unit, oldern the story of Carra Nanak's dispersance (when time outdoors.) To know how to speak to the family and friends. To know how to speak to the family and friends. To explain the benefits of making free freets make enough in this | Year 6 | | Year L | | | Year I | | Mental well-being |
| PHSE/RE/SCIENCE To decide if they are feeling. To decide if they are behaving appropriately or not. To have a varied vocabulary when talking about their own and others' emotions. The have a feel to decide if they are behaving appropriately or not. To have a varied vocabulary when talking about their own and others' emotions. What can we learn from the stories and prayers of Jesus? Jesus felt scared so he prouged to God. What other feelings do other people experience? Through the words of the Lord's Prayer, explore 'sin' and the difference between right and wrong. Beginning to learn bland between the difference between right and wrong. Beginning to learn bland between the children enjoy spending time? Link to be inpug outside, with other people and how hadping others can benefit ourselves as well as members of our community. What is it like to be a children to be spend time away from the children enjoy spending time? Link to the pugle and how hadping others can benefit ourselves as well as members of our community. | To discuss how | | | | = | ' ' | | Western West-bests |
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| People experience? Through the words of the Lord's Prayer, explore 'sin' and the difference between right and wrong. **Beginning to learn** Slam** Muhammad liked to spend time away from the city so he could pray. Where do the children enjoy spending time? Link to being outside, with other people and how helping others can benefit ourselves as well as members of our community. **Beginning to learn** Slam** Muhat is it like to be a Hindus** What is it like | To explain the benefits | mental wellbeing. | disappearance (when | time. | somewhere. | | | |
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| being outside, with other people and how helping others can benefit ourselves as well as members of our community. being? What else can we do to make ourselves feel good? What other benefits might this have on our lives and lifestyles? being? What else can we do to make ourselves feel good? What other benefits might this have on our lives and lifestyles? being? What else can we do to make ourselves feel good? What other benefits might this have on our lives and lifestyles? being? What else can we do to make ourselves feel good? What other benefits might this have on our lives and lifestyles? can help? | change the world? | people what you would | | | 3 3 | | | |
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| helping others can benefit ourselves as well as members of our community. helping others can benefit ourselves as well as members of our community. our community. helping others can ourselves feel good? What other benefits drama, role-play etc) to further explore our lives and lifestyles? affects people. Who can help? | discussions, focus on | you' as a hook Use a | feel lonely or isolated? | | | | | |
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| well as members of our community. well as members of our community. might this have on our lives and lifestyles? to further explore bullying and how it affects people. Who can help? | support mental health | ,, | | J | 1 3 | | | |
| our community. our lives and lifestyles? bullying and how it affects people. Who can help? | and well-being. | | | | | | | |
| lifestyles? affects people. Who can help? | Explore the work the | | | J | | | | |
| can help? | charities carry out | 3 3 | | | our community. | | | |
| | and how these can be | | | lifestyles? | | | | |
| FVES 1 2 3 1. 5 | accessed. | can help? | | | | | | |
| | 6 | 5 | 4 | 3 | 2 | 1 | EYFS | |
| Physical health and fitness To develop fine and gross To understand the To understand the To discuss risks of not To understand dental To explain what | To explain what | To explain what | To understand dental | To discuss risks of not | To understand the | To understand the | To develop fine and gross | Physical health and fitness |
| | happens to their | | hygiene and seeing a | having an active | importance of building | simple benefits of | | |
| | bodies during exercise. | | | J | | | | Science and PE |
| affects our bodies. our daily lifestyle. obesity and ensuring basis. | 5 | Ĭ | | | , , | affects our bodies. | | |

| To understand that being | To identify, name, | To establish daily and | that we seek advice if | To explain the benefits | To understand the | To be physically active |
|---------------------------------|--------------------|------------------------|------------------------|-------------------------|------------------------|-------------------------|
| active is good for our body and | draw and label the | weekly routines. | worried. | or good oral hygiene | importance of a | for prolonged periods |
| mind. | basic parts of the | | | by brushing your | warmup and how we | of time. |
| | human body and say | To understand that | To discuss the lack of | teeth and | need to look after our | |
| | which part of the | animals, including | sleep and how this | drinking/eating food | bodies. | To lead a healthy |
| | body is associated | humans, have | affects mood, weight | and drinks which | | and active life. |
| | with each sense. | offspring which grow | and their ability to | have less sugar | To understand how | |
| | | into adults- links to | learn. | content. | our bodies change | To understand the |
| | | lifecycles. | | | during puberty. | importance of a |
| | | | To identify and | To be able to explain | | warmup and how we |
| | | To find out about | describe the functions | what happens to their | To understand | need to look after our |
| | | and describe the basic | of different parts of | bodies during exercise. | personal hygiene and | bodies. |
| | | needs of animals, | flowering plants: | | ways to stay fresh. | |
| | | including humans, | roots, stem/trunk, | To understand the | | To understand the |
| | | for survival (water, | leaves and flowers. | importance of a | | amount of sugar we |
| | | food and air) | | warmup and how we | | intake can affect out |
| | | | To explore the part | need to look after our | | nutrition. |
| | | To describe the | that flowers play in | bodies. | | To create a balanced |
| | | importance for | the life cycle of | | | healthy lifestyle. |
| | | humans of exercise, | flowering plants, | | | |
| | | eating the right | including pollination, | | | |
| | | amounts of different | seed formation and | | | |
| | | types of food, and | seed dispersal. | | | |
| | | hygiene. | | | | |
| | | | To identify that | | | |
| | | | animals, including | | | |
| | | | humans, need the | | | |
| | | | right types and | | | |
| | | | amount of nutrition, | | | |
| | | | and that they cannot | | | |
| | | | make their own food; | | | |
| | | | they get nutrition | | | |
| | | | from what they eat. | | | |