

**Social and Emotional Learning
Curriculum Progression Map**

PSHE/SRE						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Me and my Relationships						
<p>Children will be able to: Talk about similarities and differences. Name special people in their lives. Describe different feelings. Identify who can help if they are sad, worried or scared. Identify ways to help others or themselves if they are sad or worried Talk about similarities and differences. Name special people in their lives. Describe different feelings. Identify who can help if they are sad, worried or scared. Identify ways to help others or themselves if they are sad or worried. Share their favourite interests and objects. Talk about themselves positively. Listen to what others say and respond Talk about the important people in their lives. Understand that we have different special people. Name key people outside of</p>	<p>Children will be able to: Understand that classroom rules help everyone to learn and be safe Explain their classroom rules and be able to contribute to making these Recognise how others might be feeling by reading body language/facial expressions Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.) Identify a range of feelings Identify how feelings might make us behave Suggest strategies for someone experiencing 'not so good' feelings to manage these. Recognise that people's bodies and feelings can be hurt Suggest ways of dealing with different kinds of hurt Recognise that they belong to various groups and communities such as their family</p>	<p>Children will be able to: Suggest actions that will contribute positively to the life of the classroom; Make and undertake pledges based on those actions Take part in creating and agreeing classroom rules Use a range of words to describe feelings Recognise that people have different ways of expressing their feelings Identify helpful ways of responding to other's feelings Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two Identify situations as to whether they are incidents of teasing or bullying Understand and describe strategies for dealing with bullying Rehearse and demonstrate some of these strategies Explain the difference between bullying and isolated unkind behaviour</p>	<p>Children will be able to: Explain why we have rules Explore why rules are different for different age groups, in particular for internet-based activities Suggest appropriate rules for a range of settings Consider the possible consequences of breaking the rules. Explain some of the feelings someone might have when they lose something important to them Understand that these feelings are normal and a way of dealing with the situation. Define and demonstrate cooperation and collaboration Identify the different skills that people can bring to a group task Demonstrate how working together in a collaborative manner can help everyone to achieve success Identify people who they have a special relationship with Suggest strategies for maintaining a positive</p>	<p>Children will be able to: Describe 'good' and 'not so good' feelings and how feelings can affect our physical state Explain how different words can express the intensity of feelings Explain what we mean by a 'positive, healthy relationship' Describe some of the qualities that they admire in others Recognise that there are times when they might need to say 'no' to a friend Describe appropriate assertive strategies for saying 'no' to a friend Demonstrate strategies for working on a collaborative task Define successful qualities of teamwork and collaboration Identify a wide range of feelings Recognise that different people can have different feelings in the same situation Explain how feelings can be linked to physical state</p>	<p>Children will be able to: Explain what collaboration means Give examples of how they have worked collaboratively Describe the attributes needed to work collaboratively Explain what is meant by the terms negotiation and compromise Describe strategies for resolving difficult issues or situations. Demonstrate how to respond to a wide range of feelings in others Give examples of some key qualities of friendship Reflect on their own friendship qualities Identify what things make a relationship unhealthy Identify who they could talk to if they needed help. Identify characteristics of passive, aggressive and assertive behaviours Understand and rehearse assertiveness skills Recognise basic emotional needs, understand that</p>	<p>Children will be able to: Demonstrate a collaborative approach to a task Describe and implement the skills needed to do this Explain what is meant by the terms 'negotiation' and 'compromise' Suggest positive strategies for negotiating and compromising within a collaborative task Demonstrate positive strategies for negotiating and compromising within a collaborative task Recognise some of the challenges that arise from friendships Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach List some assertive behaviours Recognise peer influence and pressure Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure</p>

Social and Emotional Learning
Curriculum Progression Map

<p>families that care for them Talk about when they might feel unsafe or unhappy. Name the people who will help them. Notice when a friend is in need at school and help them Describe different emotions. Explore how we feel at certain times or events. Identify ways to change feelings and calm down. Identify events that can make a person feel sad. Suggest ways in which they can help a friend who is sad.</p> <p>Choose ways to help themselves when they feel sad.</p>	<p>Explain how these people help us and we can also help them to help us. Identify simple qualities of friendship Suggest simple strategies for making up Demonstrate attentive listening skills Suggest simple strategies for resolving conflict situations Give and receive positive feedback, and experience how this makes them feel</p>	<p>Recognise that that there are different types of bullying and unkind behaviour Understand that bullying and unkind behaviour are both unacceptable ways of behaving Recognise that friendship is a special kind of relationship Identify some of the ways that good friends care for each other Recognise, name and understand how to deal with feelings (e.g. anger, loneliness) Explain where someone could get help if they were being upset by someone else's behaviour. Identify strategies for keeping personal information safe online Describe safe and respectful behaviours when using communication technology</p>	<p>relationship with their special people Rehearse and demonstrate simple strategies for resolving given conflict situations Explain what a dare is Understand that no-one has the right to force them to do a dare Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare Express opinions and listen to those of others Consider others' points of view Practise explaining the thinking behind their ideas and opinions Identify qualities of friendship Suggest reasons why friends sometimes fall out Rehearse and use, now or in the future, skills for making up again Identify strategies for keeping personal information safe online Describe safe and respectful behaviours when using communication technology</p>	<p>Demonstrate a range of feelings through their facial expressions and body language Recognise that their feelings might change towards someone or something once they have further information Give examples of strategies to respond to being bullied, including what people can do and say Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from Identify strategies for keeping personal information safe online Describe safe and respectful behaviours when using communication technology</p>	<p>they change according to circumstance Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks Understand that online communication can be misinterpreted Accept that responsible and respectful behaviour is Identify strategies for keeping personal information safe online Describe safe and respectful behaviours when using communication technology</p>	<p>Recognise and empathise with patterns of behaviour in peer-group dynamics Recognise basic emotional needs and understand that they change according to circumstance Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about Describe the consequences of reacting to others in a positive or negative way; Suggest ways that people can respond more positively to others Describe ways in which people show their commitment to each other Know the ages at which a person can marry, depending on whether their parents agree Understand that everyone has the right to be free to choose who and whether to marry Recognise that some types of physical contact can produce strong negative feelings Know that some inappropriate touch is also illegal Identify strategies for keeping personal information safe online</p>
--	--	--	---	--	--	--

**Social and Emotional Learning
Curriculum Progression Map**

						Describe safe and respectful behaviours when using communication technology
<u>Valuing Difference</u>						
<p>Children will be able to:</p> <p>Be sensitive towards others and celebrate what makes each person unique.</p> <p>Recognise that we can have things in common with others.</p> <p>Use speaking and listening skills to learn about the lives of their peers.</p> <p>Know the importance of showing care and kindness towards others.</p> <p>Demonstrate skills in building friendships and cooperation.</p> <p>Describe their own positive attributes.</p>	<p>Children will be able to:</p> <p>Identify the differences and similarities between people</p> <p>Empathise with those who are different from them</p> <p>Begin to appreciate the positive aspects of these differences</p> <p>Explain the difference between unkindness, teasing and bullying</p> <p>Understand that bullying is usually quite rare</p> <p>Explain some of their school rules and how those rules help to keep everybody safe</p> <p>Identify some of the people who are special to them</p>	<p>Children will be able to:</p> <p>Identify some of the physical and non-physical differences and similarities between people</p> <p>Know and use words and phrases that show respect for other people</p> <p>Identify people who are special to them</p> <p>Explain some of the ways those people are special to them</p> <p>Recognise and explain how a person's behaviour can affect other people</p> <p>Explain how it feels to be part of a group</p> <p>Explain how it feels to be left out from a group</p>	<p>Children will be able to:</p> <p>Recognise that there are many different types of family</p> <p>Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'</p> <p>Define the term 'community'</p> <p>Identify the different communities that they belong to</p> <p>Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing</p> <p>Reflect on listening skills</p> <p>Give examples of respectful language</p>	<p>Children will be able to:</p> <p>Define the terms 'negotiation' and 'compromise'</p> <p>Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise</p> <p>Understand that they have the right to protect their personal body space</p> <p>Recognise how others' non-verbal signals indicate how they feel when people are close to their body space</p> <p>Suggest people they can talk to if they feel uncomfortable with other people's actions towards them</p>	<p>Children will be able to:</p> <p>Define some key qualities of friendship</p> <p>Describe ways of making a friendship last</p> <p>Explain why friendships sometimes end</p> <p>Rehearse active listening skills</p> <p>Demonstrate respectfulness in responding to others</p> <p>Respond appropriately to others</p> <p>Develop an understanding of discrimination and its injustice, and describe this using examples</p> <p>Empathise with people who have been, and currently are, subjected to injustice, including through racism</p>	<p>Children will be able to:</p> <p>Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences</p> <p>Suggest strategies for dealing with bullying, as a bystander</p> <p>Describe positive attributes of their peers</p> <p>Know that all people are unique but that we have far more in common with each other than what is different about us</p> <p>Consider how a bystander can respond to someone being rude, offensive or bullying someone else</p> <p>Demonstrate ways of offering support to someone who has been bullied</p>

**Social and Emotional Learning
Curriculum Progression Map**

<p>Share their likes and dislikes.</p> <p>Listen to and respect the ideas of others.</p> <p>Recognise the similarities and differences amongst their peers.</p> <p>Discuss why differences should be celebrated.</p> <p>Retell a story</p> <p>Talk about their family, customs and traditions.</p> <p>Listen to others talk about their experiences.</p> <p>Compare their own experiences with those of others</p> <p>Recognise the similarities and differences between their home and those of others.</p> <p>Talk about what makes their home feel special and safe.</p> <p>Be sensitive towards others.</p>	<p>Recognise and name some of the qualities that make a person special to them</p> <p>Recognise and explain what is fair and unfair, kind and unkind</p> <p>Suggest ways they can show kindness to others</p>	<p>Identify groups they are part of</p> <p>Suggest and use strategies for helping someone who is feeling left out</p> <p>Recognise and describe acts of kindness and unkindness</p> <p>Explain how these impact on other people's feelings</p> <p>Suggest kind words and actions they can show to others</p> <p>Show acts of kindness to others in school</p> <p>Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted)</p> <p>Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.</p>	<p>Give examples of how to challenge another's viewpoint, respectfully</p> <p>Explain that people living in the UK have different origins</p> <p>Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds</p> <p>Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together</p> <p>Recognise the factors that make people similar to and different from each other</p> <p>Recognise that repeated name calling is a form of bullying</p> <p>Suggest strategies for dealing with name calling (including talking to a trusted adult)</p> <p>Understand and explain some of the reasons why different people are bullied</p>	<p>Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances)</p> <p>Give examples of features of these different types of relationships, including how they influence what is shared</p> <p>List some of the ways that people are different to each other (including differences of race, gender, religion)</p> <p>Recognise potential consequences of aggressive behaviour</p> <p>Suggest strategies for dealing with someone who is behaving aggressively</p> <p>List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals)</p> <p>Define the word respect and demonstrate ways of showing respect to others' differences</p>	<p>Consider how discriminatory behaviour can be challenged</p> <p>Identify and describe the different groups that make up their school/wider community/other parts of the UK</p> <p>Describe the benefits of living in a diverse society</p> <p>Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this</p> <p>Understand that the information we see online, either text or images, is not always true or accurate</p> <p>Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them</p> <p>Understand and explain the difference between sex, gender identity, gender expression and sexual orientation</p> <p>Identify the consequences of positive and negative behaviour on themselves and others</p>	<p>Demonstrate ways of showing respect to others, using verbal and non-verbal communication</p> <p>Understand and explain the term prejudice</p> <p>Identify and describe the different groups that make up their school/wider community/other parts of the UK</p> <p>Describe the benefits of living in a diverse society</p> <p>Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this</p> <p>Explain the difference between a friend and an acquaintance</p> <p>Describe qualities of a strong, positive friendship</p> <p>Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative)</p> <p>Define what is meant by the term stereotype</p> <p>Recognise how the media can sometimes reinforce gender stereotypes</p>
---	---	--	--	--	--	---

**Social and Emotional Learning
Curriculum Progression Map**

<p>Suggest ways in which we can be kind towards others.</p> <p>Demonstrate skills in cooperation with others</p> <p>Show friendly behaviour towards a peer.</p> <p>Build relationships with others.</p>			<p>Explore why people have prejudiced views and understand what this is</p>	<p>Understand and identify stereotypes, including those promoted in the media</p>	<p>Give examples of how individual/group actions can impact on others in a positive or negative way</p>	<p>Recognise that people fall into a wide range of what is seen as normal</p> <p>Challenge stereotypical gender portrayals of people.</p>
---	--	--	---	---	---	---

Keeping Myself Safe

<p>Children will be able to:</p> <p>Talk about how to keep their bodies healthy and safe.</p> <p>Name ways to stay safe around medicines.</p> <p>Know how to stay safe in their home, classroom and outside.</p> <p>Know age-appropriate ways to stay safe online.</p> <p>Name adults in their lives and those in their community who keep them safe</p>	<p>Children will be able to:</p> <p>Understand that the body gets energy from food, water and air (oxygen)</p> <p>Recognise that exercise and sleep are important parts of a healthy lifestyle</p> <p>Recognise the importance of sleep in maintaining a healthy, balanced lifestyle</p> <p>Identify simple bedtime routines that promote healthy sleep</p> <p>Recognise emotions and physical feelings associated with feeling unsafe</p>	<p>Identify the types of touch they like and do not like</p> <p>Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable</p> <p>Recognise that some touches are not fun and can hurt or be upsetting</p> <p>Know that they can ask someone to stop touching them</p> <p>Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable</p> <p>Identify safe secrets (including surprises) and unsafe secrets</p>	<p>Children will be able to:</p> <p>Identify situations which are safe or unsafe</p> <p>Identify people who can help if a situation is unsafe</p> <p>Suggest strategies for keeping safe</p> <p>Define the words danger and risk and explain the difference between the two</p> <p>Demonstrate strategies for dealing with a risky situation</p> <p>Identify some key risks from and effects of cigarettes and alcohol</p>	<p>Children will be able to:</p> <p>Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them</p> <p>Identify situations which are either dangerous, risky or hazardous</p> <p>Suggest simple strategies for managing risk</p> <p>Identify images that are safe/unsafe to share online</p> <p>Know and explain strategies for safe online sharing</p> <p>Understand and explain the implications of sharing images online without consent</p>	<p>Children will be able to:</p> <p>Explain what a habit is, giving examples</p> <p>Describe why and how a habit can be hard to change</p> <p>Recognise that there are positive and negative risks</p> <p>Explain how to weigh up risk factors when making a decision</p> <p>Describe some of the possible outcomes of taking a risk</p> <p>Demonstrate strategies to deal with both face-to-face and online bullying</p>	<p>Children will be able to:</p> <p>Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face</p> <p>Understand and describe the ease with which something posted online can spread</p> <p>Identify strategies for keeping personal information safe online</p> <p>Describe safe behaviours when using communication technology</p> <p>Know that it is illegal to create and share sexual</p>
--	--	--	--	--	---	--

Social and Emotional Learning
Curriculum Progression Map

<p>Name things that keep their bodies safe.</p> <p>Name things that keep their bodies clean and protected.</p> <p>Think about how to recognise things that might not be safe</p> <p>Make safe decisions about items they don't recognise.</p> <p>Talk about what our bodies need to stay well.</p> <p>Name the safe ways to store medicine and who can give it to children (adults)</p> <p>Name some hazards and ways to stay safe inside.</p> <p>Name some hazards and ways to stay safe outside.</p> <p>Show how to care for the safety of others</p> <p>Name the adults who they can ask for help from, and will keep them safe.</p> <p>Recognise the feelings they have when they are unsafe.</p>	<p>Identify people who can help them when they feel unsafe</p> <p>Recognise the range of feelings that are associated with loss</p> <p>Understand that medicines can sometimes make people feel better when they're ill</p> <p>Explain simple issues of safety and responsibility about medicines and their use</p> <p>Understand and learn the PANTS rules</p> <p>Name and know which parts should be private</p> <p>Explain the difference between appropriate and inappropriate touch</p> <p>Understand that they have the right to say "no" to unwanted touch</p> <p>Start thinking about who they trust and who they can ask for help.</p>	<p>Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable</p> <p>Identify how inappropriate touch can make someone feel</p> <p>Understand that there are unsafe secrets and secrets that are nice surprises</p> <p>Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop</p>	<p>Know that most people choose not to smoke cigarettes; (Social Norms message)</p> <p>Define the word 'drug' and understand that nicotine and alcohol are both drugs.</p> <p>Identify risk factors in given situations</p> <p>Suggest ways of reducing or managing those risks</p> <p>Evaluate the validity of statements relating to online safety</p> <p>Recognise potential risks associated with browsing online</p> <p>Give examples of strategies for safe browsing online</p> <p>Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens</p> <p>Recognise and describe appropriate behaviour online as well as offline</p> <p>Identify what constitutes personal information and when it is not appropriate or safe to share this</p>	<p>Define what is meant by the word 'dare'</p> <p>Identify from given scenarios which are dares and which are not</p> <p>Suggest strategies for managing dares</p> <p>Understand that medicines are drugs</p> <p>Explain safety issues for medicine use</p> <p>Suggest alternatives to taking a medicine when unwell</p> <p>Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines)</p> <p>Understand some of the key risks and effects of smoking and drinking alcohol</p> <p>Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory)</p>	<p>Demonstrate strategies and skills for supporting others who are bullied</p> <p>Recognise and describe the difference between online and face-to-face bullying</p> <p>Recognise which situations are risky</p> <p>Explore and share their views about decision making when faced with a risky situation</p> <p>Suggest what someone should do when faced with a risky situation</p> <p>Define what is meant by a dare</p> <p>Explain why someone might give a dare</p> <p>Suggest ways of standing up to someone who gives a dare</p> <p>Reflect on what information they share offline and online</p> <p>Recognise that people aren't always who they say they are online</p> <p>Know how to protect personal information online</p>	<p>images of children under 18 years old</p> <p>Explore the risks of sharing photos and films of themselves with other people directly or online</p> <p>Know how to keep their information private online</p> <p>Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour</p> <p>Understand that all humans have basic emotional needs and explain some of the ways these needs can be met</p> <p>Explain how drugs can be categorised into different groups depending on their medical and legal context</p> <p>Demonstrate an understanding that drugs can have both medical and non-medical uses</p> <p>Explain in simple terms some of the laws that control drugs in this country</p> <p>Understand some of the basic laws in relation to drugs</p>
---	---	---	---	--	---	---

**Social and Emotional Learning
Curriculum Progression Map**

<p>Talk about keeping themselves safe, safe touches and consent</p> <p>Share ideas about activities that are safe to do on electronic devices.</p> <p>What to do and who to talk to if they feel unsafe</p> <p>Name the people in their lives who help to keep them safe.</p> <p>Name people in their community who help to keep them safe.</p> <p>Talk about ways to keep themselves safe in their environment and online</p>			<p>Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs</p> <p>Demonstrate strategies for assessing risks</p> <p>Understand and explain decision-making skills</p> <p>Understand where to get help from when making decisions</p> <p>Understand that medicines are drugs and suggest ways that they can be helpful or harmful</p>	<p>Describe stages of identifying and managing risk</p> <p>Suggest people they can ask for help in managing risk</p> <p>Understand that we can be influenced both positively and negatively</p> <p>Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way</p>	<p>Understand some of the complexities of categorising drugs</p> <p>Know that all medicines are drugs but not all drugs are medicines</p> <p>Understand ways in which medicines can be helpful or harmful and used safely or unsafely</p> <p>Understand the actual norms around smoking / vaping and the reasons for common misperceptions of these</p> <p>Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks</p> <p>Understand the actual norms around smoking/vaping alcohol and the reasons for common misperceptions of these.</p>	<p>Explain why there are laws relating to drugs in this country</p> <p>Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these</p> <p>Describe some of the effects and risks of drinking alcohol.</p> <p>Understand that all humans have basic emotional needs and explain some of the ways these needs can be met</p> <p>Explain how these emotional needs impact on people's behaviour</p> <p>Suggest positive ways that people can get their emotional need met</p> <p>Understand and give examples of conflicting emotions</p> <p>Understand and reflect on how independence and responsibility go together</p>
--	--	--	--	---	--	--

Rights and Responsibilities

**Social and Emotional Learning
Curriculum Progression Map**

<p>Children will be able to:</p> <p>Understand that they can make a difference.</p> <p>Identify how they can care for their home, school and special people.</p> <p>Talk about how they can make an impact on the natural world.</p> <p>Talk about similarities and differences between themselves.</p> <p>Demonstrate building relationships with friends.</p> <p>Identify ways in which they help at home.</p> <p>Recognise the importance of taking care of a shared environment.</p> <p>Name ways in which they can look after their learning environment</p> <p>Talk about why friends are important and how they help us.</p>	<p>Children will be able to:</p> <p>Recognise the importance of regular hygiene routines</p> <p>Sequence personal hygiene routines into a logical order</p> <p>Identify what they like about the school environment</p> <p>Recognise who cares for and looks after the school environment</p> <p>Demonstrate responsibility in looking after something (e.g. a class pet or plant)</p> <p>Explain the importance of looking after things that belong to themselves or to others</p> <p>Explain where people get money from</p> <p>List some of the things that money may be spent on in a family home</p> <p>Recognise that different notes and coins have different monetary value</p> <p>Explain the importance of keeping money safe</p>	<p>Children will be able to:</p> <p>Describe and record strategies for getting on with others in the classroom</p> <p>Explain, and be able to use, strategies for dealing with impulsive behaviour</p> <p>Identify special people in the school and community who can help to keep them safe</p> <p>Know how to ask for help.</p> <p>Identify what they like about the school environment</p> <p>Identify any problems with the school environment (e.g. things needing repair)</p> <p>Make suggestions for improving the school environment</p> <p>Recognise that they all have a responsibility for helping to look after the school environment</p> <p>Understand that people have choices about what they do with their money</p>	<p>Children will be able to:</p> <p>Define what a volunteer is</p> <p>Identify people who are volunteers in the school community</p> <p>Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer</p> <p>Identify key people who are responsible for them to stay safe and healthy</p> <p>Suggest ways they can help these people</p> <p>Understand the difference between 'fact' and 'opinion'</p> <p>Understand how an event can be perceived from different viewpoints</p> <p>Plan, draft and publish a recount using the appropriate language</p> <p>Define what is meant by the environment</p> <p>Evaluate and explain different methods of looking after the school environment</p>	<p>Children will be able to:</p> <p>Explain how different people in the school and local community help them stay healthy and safe</p> <p>Define what is meant by 'being responsible'</p> <p>Describe the various responsibilities of those who help them stay healthy and safe</p> <p>Suggest ways they can help the people who keep them healthy and safe</p> <p>Understand that humans have rights and also responsibilities</p> <p>Identify some rights and also responsibilities that come with these</p> <p>Understand the reason we have rules</p> <p>Suggest and engage with ways that they can contribute to the decision making process in school (e.g. through pupil voice/school council)</p> <p>Recognise that everyone can make a difference within a democratic process</p>	<p>Children will be able to:</p> <p>Identify, write and discuss issues currently in the media concerning health and wellbeing</p> <p>Express their opinions on an issue concerning health and wellbeing</p> <p>Make recommendations on an issue concerning health and wellbeing</p> <p>Understand the difference between a fact and an opinion</p> <p>Understand what biased reporting is and the need to think critically about things we read</p> <p>Define the differences between responsibilities, rights and duties</p> <p>Discuss what can make them difficult to follow</p> <p>Identify the impact on individuals and the wider community if responsibilities are not carried out</p> <p>Explain what we mean by the terms voluntary,</p>	<p>Children will be able to:</p> <p>Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them</p> <p>Describe the language and techniques that make up a biased report</p> <p>Analyse a report also extract the facts from it</p> <p>Know the legal age (and reason behind these) for having a social media account</p> <p>Understand why people don't tell the truth and often post only the good bits about themselves, online</p> <p>Recognise that people's lives are much more balanced in real life, with positives and negatives</p> <p>Explain some benefits of saving money</p> <p>Describe the different ways money can be saved, outlining the pros and cons of each method</p> <p>Describe the costs that go into producing an item</p>
---	---	---	--	--	---	---

Social and Emotional Learning
Curriculum Progression Map

<p>Identify ways to care for a friend in need.</p> <p>Identify ways to help others in their community.</p> <p>Name the special people in their lives.</p> <p>Understand that our special people can be different to those of others</p> <p>Think about what makes the world special and beautiful.</p> <p>Name ways in which they can help take care of the environment, e.g. recycling, saving energy, wasting less.</p> <p>Talk about what can happen to living things if the world is not cared for</p> <p>Recognise coins and other items relating to money.</p> <p>Identify the uses of money</p> <p>Talk about why it's important to keep money safe.</p>	<p>Identify safe places to keep money</p> <p>Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).</p>	<p>Know that money can be saved for a use at a future time</p> <p>Explain how they might feel when they spend money on different things</p> <p>Recognise that money can be spent on items which are essential or non-essential</p> <p>Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this</p>	<p>Devise methods of promoting their priority method</p> <p>Understand the terms 'income', 'saving' and 'spending'</p> <p>Recognise that there are times we can buy items we want and times when we need to save for items</p> <p>Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)</p> <p>Explain that people earn their income through their jobs</p> <p>Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)</p>	<p>Define the word influence; Recognise that reports in the media can influence the way they think about an topic</p> <p>Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner</p> <p>Explain the role of the bystander and how it can influence bullying or other anti-social behaviour</p> <p>Recognise that they can play a role in influencing outcomes of situations by their actions</p> <p>Understand some of the ways that various national and international environmental organisations work to help take care of the environment</p> <p>Understand and explain the value of this work</p> <p>Define the terms 'income' and 'expenditure'</p>	<p>community and pressure (action) group</p> <p>Give examples of voluntary groups, the kind of work they do and its value</p> <p>State the costs involved in producing and selling an item</p> <p>Suggest questions a consumer should ask before buying a product</p> <p>Define the terms loan, credit, debt and interest</p> <p>Suggest advice for a range of situations involving personal finance</p> <p>Explain some of the areas that local councils have responsibility for</p> <p>Understand that local councillors are elected to represent their local community.</p>	<p>Suggest sale prices for a variety of items, taking into account a range of factors</p> <p>Explain what is meant by the term interest</p> <p>Recognise and explain that different jobs have different levels of pay and the factors that influence this</p> <p>Explain the different types of tax (income tax and VAT) which help to fund public services</p> <p>Evaluate the different public services and compare their value</p> <p>Explain what we mean by the terms voluntary, community and pressure (action) group</p> <p>Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group</p> <p>Explain what is meant by living in an environmentally sustainable way</p> <p>Suggest actions that could be taken to live in a more</p>
---	---	---	--	--	--	---

Social and Emotional Learning
Curriculum Progression Map

<p>Identify ways to save money.</p> <p>Talk about why we save money</p>				<p>List some of the items and services of expenditure in the school and in the home</p> <p>Prioritise items of expenditure in the home from most essential to least essential</p> <p>Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'</p> <p>Understand how a payslip is laid out showing both pay and deductions</p> <p>Prioritise public services from most essential to least essential.</p>		<p>environmentally sustainable way</p>
---	--	--	--	--	--	--

Being my best

<p>Children will be able to:</p> <p>Feel resilient and confident in their learning.</p>	<p>Children will be able to:</p> <p>Recognise the importance of fruit and vegetables in their daily diet</p> <p>Know that eating at least five portions of</p>	<p>Children will be able to:</p> <p>Explain the stages of the learning line showing an understanding of the learning process</p> <p>Suggest phrases and words of encouragement</p>	<p>Children will be able to:</p> <p>Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body</p>	<p>Children will be able to:</p> <p>Identify ways in which everyone is unique</p> <p>Appreciate their own uniqueness</p>	<p>Children will be able to:</p> <p>Know two harmful effects each of smoking/drinking alcohol</p> <p>Explain the importance of food, water and</p>	<p>Children will be able to:</p> <p>Explain what the five ways to wellbeing are</p> <p>Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples</p>
---	--	--	---	--	--	---

Social and Emotional Learning
Curriculum Progression Map

Name and discuss different types of feelings and emotions.	vegetables and fruit a day helps to maintain health	to give someone who is learning something new;	Explain what is meant by the term 'balanced diet'	Recognise that there are times when they will make the same choices as their friends and times when they will choose differently	oxygen, sleep and exercise for the human body and its health Understand the actual norms around smoking and the reasons for common misperceptions of these	of how they can be implemented in people's lives
Learn and use strategies or skills in approaching challenges.	Recognise that they may have different tastes in food to others	Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning	Give examples what foods might make up a healthy balanced meal	Give examples of choices they make for themselves and choices others make for them	Know the basic functions of the four systems covered and know they are inter-related	Identify aspirational goals
Understand that they can make healthy choices.	Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch	Understand and give examples of things they can choose themselves and things that others choose for them	Explain how some infectious illnesses are spread from one person to another	Recognise that there are times when they will make the same choices as their friends and times when they will choose differently	Explain the function of at least one internal organ. Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health	Describe the actions needed to set and achieve these
Name and recognise how healthy choices can keep us well	Recognise which foods we need to eat more of and which we need to eat less of to be healthy.	Explain things that they like and dislike, and understand that they have choices about these things	Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses	Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health	Identify their own strengths and talents	Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues
Share an experience where they haven't achieved their goal.	Understand how diseases can spread	Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health	Suggest medical and non-medical ways of treating an illness Develop skills in discussion and debating an issue	Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate)	Identify areas that need improvement and describe strategies for achieving those improvements	Identify risk factors in a given situation (involving alcohol)
Develop their confidence and resilience towards having a growth mindset.	Recognise and use simple strategies for preventing the spread of diseases	Explain how germs can be spread	Demonstrate their understanding of health and wellbeing issues that are relevant to them	Understand the ways in which they can contribute to the care of the environment (using	State what is meant by community	Understand and explain the outcomes of risk-taking in a given situation, including emotional risks
Name a strategy to overcome a hurdle	Recognise that learning a new skill requires practice and the opportunity to fail, safely	Describe simple hygiene routines such as hand washing	Empathise with different view points			Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these
Recognise that some skills take time to learn.	Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges		Make recommendations, based on their research			Recognise what risk is
Plan and review an achievable goal.						

Social and Emotional Learning
Curriculum Progression Map

<p>Celebrate the successes of their peers</p> <p>Name and choose healthy foods and drink.</p> <p>Understand there are some foods that are a “just sometimes” food or drink (eating in moderation).</p> <p>Name some activities or ideas to promote positive mental health.</p> <p>Reflect on their mental health and how they can protect it</p> <p>Describe the changes in their body during exercise and what is happening to their body.</p> <p>Explain how exercise can help us stay well - physically and mentally.</p> <p>Name some ways to keep their body fit and well</p>	<p>Demonstrate attentive listening skills</p> <p>Suggest simple strategies for resolving conflict situations</p> <p>Give and receive positive feedback, and experience how this makes them feel</p> <p>Recognise how a person's behaviour (including their own) can affect other people.</p>	<p>Understand that vaccinations can help to prevent certain illnesses</p> <p>Explain the importance of good dental hygiene Describe simple dental hygiene routines</p> <p>Understand that the body gets energy from food, water and oxygen</p> <p>Recognise that exercise and sleep are important to health</p> <p>Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); Describe how food, water and air get into the body and blood.</p>	<p>Identify their achievements and areas of development</p> <p>Recognise that people may say kind things to help us feel good about ourselves</p> <p>Explain why some groups of people are not represented as much on television/in the media</p> <p>Demonstrate how working together in a collaborative manner can help everyone to achieve success</p> <p>Understand and explain how the brain sends and receives messages through the nerves</p> <p>Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain); Describe how food, water and air get into the body and blood</p> <p>Explain some of the different talents and</p>	<p>some or all of the seven Rs)</p> <p>Suggest ways the Seven Rs recycling methods can be applied to different scenarios</p> <p>Define what is meant by the word 'community'</p> <p>Suggest ways in which different people support the school community</p> <p>Identify qualities and attributes of people who support the school community</p>	<p>Explain what being part of a school community means to them</p> <p>Suggest ways of improving the school community</p> <p>Identify people who are responsible for helping them stay healthy and safe</p> <p>Identify ways that they can help these people</p> <p>Describe 'star' qualities of celebrities as portrayed by the media</p> <p>Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life</p> <p>Describe 'star' qualities that 'ordinary' people have</p>	<p>Explain how a risk can be reduced</p> <p>Understand risks related to growing up and explain the need to be aware of these</p> <p>Assess a risk to help keep themselves safe</p>
--	--	--	---	---	---	--

**Social and Emotional Learning
Curriculum Progression Map**

<p>Understand why our body needs sleep.</p> <p>Talk about their own bedtime routine.</p> <p>Suggest ways to have a calm evening and bedtime routine</p>			<p>skills that people have and how skills are developed</p> <p>Recognise their own skills and those of other children in the class</p>			
---	--	--	--	--	--	--

Growing and Changing

<p>Children will be able to:</p> <p>Understand that there are changes in nature and humans.</p> <p>Name the different stages in childhood and growing up.</p> <p>Understand that babies are made by a man and a woman.</p> <p>Use the correct vocabulary when naming the different parts of the body.</p> <p>Know how to keep themselves safe.</p>	<p>Children will be able to:</p> <p>Name major internal body parts (heart, lungs, blood, stomach, intestines, brain)</p> <p>Understand and explain the simple bodily processes associated with them</p> <p>Understand some of the tasks required to look after a baby</p> <p>Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding</p>	<p>Children will be able to:</p> <p>Demonstrate simple ways of giving positive feedback to others</p> <p>Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to</p> <p>Identify different stages of growth (e.g. baby, toddler, child, teenager, adult)</p> <p>Understand and describe some of the things that people are capable of at these different stages</p>	<p>Children will be able to:</p> <p>Identify different types of relationships</p> <p>Recognise who they have positive healthy relationships with</p> <p>Understand what is meant by the term body space (or personal space)</p> <p>Identify when it is appropriate or inappropriate to allow someone into their body space</p> <p>Rehearse strategies for when someone is inappropriately in their body space</p>	<p>Children will be able to:</p> <p>Describe some of the changes that happen to people during their lives</p> <p>Explain how the Learning Line can be used as a tool to help them manage change more easily</p> <p>Suggest people who may be able to help them deal with change</p> <p>Name some positive and negative feelings</p> <p>Understand how the onset of puberty can have emotional as well as physical impact</p>	<p>Children will be able to:</p> <p>Use a range of words and phrases to describe the intensity of different feelings</p> <p>Distinguish between good and not so good feelings, using appropriate vocabulary to describe these</p> <p>Explain strategies they can use to build resilience</p> <p>Identify people who can be trusted</p> <p>Understand what kinds of touch are acceptable or unacceptable</p>	<p>Children will be able to:</p> <p>Recognise some of the changes they have experienced and their emotional responses to those changes</p> <p>Suggest positive strategies for dealing with change</p> <p>Identify people who can support someone who is dealing with a challenging time of change</p> <p>Understand that fame can be short-lived</p> <p>Recognise that photos can be changed to match society's view of perfect;</p>
--	--	--	---	--	---	--

Social and Emotional Learning
Curriculum Progression Map

<p>Name the different seasons and describe their differences.</p> <p>Explain the changes that occur as seasons change.</p> <p>Talk about how they have grown in resilience</p> <p>To understand that animals and humans change in appearance over time.</p> <p>Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals).</p> <p>Make observations and ask questions about living things</p> <p>Retell a story and respond to questions about it.</p> <p>Use the language and describe the different life stages of: baby, child, teenager, adult, older age.</p>	<p>Identify things they could do as a baby, a toddler and can do now</p> <p>Identify the people who help/helped them at those different stages</p> <p>Explain the difference between teasing and bullying</p> <p>Give examples of what they can do if they experience or witness bullying</p> <p>Say who they could get help from in a bullying situation</p> <p>Explain the difference between a secret and a nice surprise</p> <p>Identify situations as being secrets or surprises</p> <p>Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep</p> <p>Identify parts of the body that are private</p>	<p>Identify which parts of the human body are private</p> <p>Explain that a person's genitals help them to make babies when they are grown up</p> <p>Understand that humans mostly have the same body parts but that they can look different from person to person</p> <p>Explain what privacy means</p> <p>Know that you are not allowed to touch someone's private belongings without their permission</p> <p>Give examples of different types of private information</p>	<p>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret</p> <p>Recognise how different surprises and secrets might make them feel</p> <p>Know who they could ask for help if a secret made them feel uncomfortable or unsafe</p> <p>Recognise that babies come from the joining of an egg and sperm</p>	<p>Suggest reasons why young people sometimes fall out with their parents</p> <p>Take part in a role play practising how to compromise</p> <p>Identify parts of the body that males and females have in common and those that are different</p> <p>Know the correct terminology for their genitalia</p> <p>Explain what happens when an egg doesn't meet a sperm</p> <p>Understand and explain why puberty happens</p> <p>Know the key facts of the menstrual cycle</p> <p>Understand that periods are a normal part of puberty for girls</p> <p>Identify some of the ways to cope better with periods</p>	<p>Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch</p> <p>Explain how someone might feel when they are separated from someone or something they like</p> <p>Suggest ways to help someone who is separated from someone or something they like</p> <p>Know the correct words for the external sexual organs</p> <p>Discuss some of the myths associated with puberty</p> <p>Identify some products that they may need during puberty and why</p> <p>Revise what menstruation is and why it happens</p> <p>Recognise how our body feels when we're relaxed</p>	<p>Identify qualities that people have, as well as their looks</p> <p>Define what is meant by the term stereotype</p> <p>Recognise how the media can sometimes reinforce gender stereotypes</p> <p>Recognise that people fall into a wide range of what is seen as normal</p> <p>Challenge stereotypical gender portrayals of people</p> <p>Understand the risks of sharing images online and how these are hard to control, once shared</p> <p>Understand that people can feel pressured to behave in a certain way because of the influence of the peer group</p> <p>Understand the norms of risk-taking behaviour and that these are usually lower than</p>
---	--	---	---	--	--	--

Social and Emotional Learning
Curriculum Progression Map

<p>Talk about their own experience of growing</p> <p>Explain that a baby is made by a woman and a man and grows inside a mother's tummy.</p> <p>Understand that every family is different.</p> <p>Talk about similarities and differences between themselves and others</p> <p>Talk about how they have changed as they have grown.</p> <p>Explain the differences between babies, children, and adults.</p> <p>Understand that we are all unique</p> <p>Name parts of the body (including reproductive parts) using the correct vocabulary.</p> <p>Explain which parts of their body are kept</p>	<p>Describe ways in which private parts can be kept private</p> <p>Identify people they can talk to about their private parts.</p>			<p>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret</p> <p>Recognise how different surprises and secrets might make them feel</p> <p>Know who they could ask for help if a secret made them feel uncomfortable or unsafe</p> <p>Recognise that marriage includes same sex and opposite sex partners</p> <p>Know the legal age for marriage in England or Scotland</p> <p>Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony</p>	<p>List some of the ways our body feels when it is nervous or sad</p> <p>Describe and/or demonstrate how to be resilient in order to find someone who will listen to you</p> <p>Explain the difference between a safe and an unsafe secret</p> <p>Identify situations where someone might need to break a confidence in order to keep someone safe</p> <p>Recognise that some people can get bullied because of the way they express their gender</p> <p>Give examples of how bullying behaviours can be stopped</p>	<p>people believe them to be</p> <p>Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it</p> <p>Suggest strategies that would help someone who felt challenged by the changes in puberty</p> <p>Understand what FGM is and that it is an illegal practice in this country</p> <p>Know where someone could get support if they were concerned about their own or another person's safety</p> <p>Explain the difference between a safe and an unsafe secret</p> <p>Identify situations where someone might need to break a confidence in order to keep someone safe</p>
--	--	--	--	--	--	---

Social and Emotional Learning Curriculum Progression Map

<p>private and safe and why.</p> <p>Tell or ask an appropriate adult for help if they feel unsafe</p>						<p>Identify the changes that happen through puberty to allow sexual reproduction to occur</p> <p>Know a variety of ways in which the sperm can fertilise the egg to create a baby</p> <p>Know the legal age of consent and what it means</p> <p>Explain how HIV affects the body's immune system</p> <p>Understand that HIV is difficult to transmit</p> <p>Know how a person can protect themselves from HIV</p>
---	--	--	--	--	--	---

RE

<u>Reception (Acorns)</u>	<u>Reception/ Year 1 (Ashes)</u>	<u>Year1/Year 2 (Sycamores)</u>	<u>Year 2 (Alders)</u>	<u>Year 3 (Elms)</u>	<u>Year 3 /4 (Maples)</u>	<u>Year 4 /5 (Elders)</u>	<u>Year 5/6 (Willows)</u>	<u>Year 6 (Oaks)</u>
WHERE DO WE BELONG?	WHERE DO WE BELONG?	WHAT DO PEOPLE SAY ABOUT GOD?	HOW DO WE RESPOND TO THINGS THAT REALLY MATTER?	WHO SHOULD WE FOLLOW?	HOW SHOULD WE LIVE OUR LIVES?	WHERE CAN PEOPLE FIND GUIDANCE ON HOW TO LIVE THEIR LIVES?	WHERE CAN PEOPLE FIND GUIDANCE ON HOW TO LIVE THEIR LIVES	IN WHAT WAYS IS LIFE LIKE A JOURNEY?

Beliefs and Values

**Social and Emotional Learning
Curriculum Progression Map**

<p>Children will be able to:</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	<p>Children will be able to:</p> <p>Give an example of a key belief and/or a religious story</p> <p>Give an example of a core value or commitment</p> <p>ISLAM Know that Muslims believe in one God (Allah) • Know that Muslims believe the world was created by God • Talk about why Muslims might value the natural world</p> <p>•HINDUISM Know that Hindus believe in one God (Brahman) who can be worshipped in many forms • Know that these forms (the deities) have different qualities and are portrayed in different ways • Suggest why Hindus might believe that it is important to show devotion to the deities</p>	<p>Children will be able to:</p> <p>Give an example of a key belief and/or a religious story</p> <p>Give an example of a core value or commitment</p> <p>ISLAM Suggest why Muslims believe that it is important to respect God • Talk about why Muslims would want to show their gratitude to God • Know that submission to God is an important aspect of Islamic life</p> <p>•HINDUISM Know that Hindus believe in one God (Brahman) who can be worshipped in many forms • Know that these forms (the deities) have different qualities and are portrayed in different ways • Suggest why Hindus might believe that it is important to show devotion to</p>	<p>Children will be able to:</p> <p>Retell and suggest meanings for religious stories and/or beliefs</p> <p>Use some religious words and phrases when talking about beliefs and values</p> <p>ISLAM Talk about the things they do on a regular basis as a sign of their commitment and belonging • Reflect on who they should be grateful to and how they show this</p> <p>SIKHISM</p> <p>Develop an understanding of the importance of founders and leaders for religious communities</p> <p>• Identify Sikh beliefs and values contained within the stories of the lives of the Gurus</p>	<p>Children will be able to:</p> <p>Show awareness of similarities in religions</p> <p>Identify beliefs and values contained within a story/teaching</p> <p>Identify the impact religion has on a believer</p> <p>Develop an understanding of the importance of founders and leaders for religious communities</p> <p>ISLAM Identify Islamic beliefs and values contained within the story of the life of the Prophet Muhammad (pbuh) • Describe how a Muslim might try to follow the • Explore Islamic teachings about Ramadan from the Qur'an • Make links between Islamic values and the beliefs explored so far in their study of Islam •</p>	<p>Children will be able to:</p> <p>Describe what a believer might learn from a religious teaching/story</p> <p>Make links between ideas about morality and sources of authority</p> <p>ISLAM • Explore Islamic teachings about Ramadan from the Qur'an • Make links between Islamic values and the beliefs explored so far in their study of Islam</p> <p>JUDAISM Make links between beliefs and sacred texts (in this case, the Torah), including how and why religious sources are used to teach and guide believers • Explain the impact of Jewish beliefs and values – including reasons for diversity</p>	<p>Children will be able to:</p> <p>Make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers</p> <p>Explain the impact of beliefs and values – including reasons for diversity</p> <p>ISLAM • Explore Islamic teachings about Ramadan from the Qur'an • Make links between Islamic values and the beliefs explored so far in their study of Islam</p> <p>JUDAISM Make links between beliefs and sacred texts (in this case, the Torah), including how and why religious sources are used to teach and guide believers</p>	<p>Children will be able to:</p> <p>Make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers</p> <p>Explain the impact of beliefs and values – including reasons for diversity</p> <p>ISLAM Explore Islamic beliefs about the Qur'an as the word of God • Explain how and why the Qur'an is a source of guidance for life for a Muslim • Explain the impact of believing that the Qur'an is divine revelation</p> <p>BUDDHISM • Analyse Buddhist beliefs and teachings about how to be content • Explain Buddhist beliefs and values contained within the story of Prince</p>	<p>Children will be able to:</p> <p>Analyse beliefs, teachings and values and how they are linked</p> <p>Explain how the beliefs and values of a religious tradition might guide a believer through the journey of life</p> <p>Explain the impact of beliefs, values and practices – including differences between and within religious traditions</p> <p>ISLAM • Analyse the Five Pillars of Islam and how they are linked • Explain how the beliefs and values of Islam might guide a person through life • Explain the importance of the Ummah for Muslims and that and example of the Prophet Muhammad (pbuh) • Describe and explain what Muslims believe when they describe Muhammad (pbuh)</p>
---	---	--	---	--	---	---	---	---

Social and Emotional Learning Curriculum Progression Map

				<p>Explore Islamic beliefs about the Qur'an as the word of God • Explain how and why the Qur'an is a source of guidance for life for a Muslim • Explain the impact of believing that the Qur'an is divine revelation • Analyse the Five Pillars of Islam and how they are linked • Explain how the beliefs and values of Islam might guide a person through life • Explain the importance of the Ummah for Muslims and that 10 RE Curriculum Overview 2021-2022 teachings and example of the Prophet Muhammad (pbuh)</p> <p>HINDUISM</p> <ul style="list-style-type: none"> •Develop an understanding of the importance of duty and commitment to many religions •Know that following dharma (religious duty) is an important part of Hindu life •Suggest the impact of belief in dharma, particularly the belief 				<p>as the seal of the prophets this is a community</p> <p>BUDDHISM</p> <ul style="list-style-type: none"> •Analyse Buddhist beliefs and teachings about how to be content •Explain Buddhist beliefs and values contained within the story of Prince Siddhartha •Make links between the story of the life of Prince Siddhartha and Buddhist beliefs and teachings about The Four Noble Truths
--	--	--	--	---	--	--	--	--

**Social and Emotional Learning
Curriculum Progression Map**

				that there are three 'debts' – duty owed to God/the deities, duty owed to teachers, and duty owed to family				
Living Religious Traditions								
	<p>Use some religious words and phrases to recognise and name features of religious traditions</p> <p>Talk about the way that religious beliefs might influence the way a person behaves</p> <p>ISLAM Know that Islam teaches that humans should be caretakers (stewards/Khalifahs) of the planet • Suggest how Muslims might show respect for God by caring for the natural world</p> <p>HINDUISM Know that Hindus might worship at a Mandir and/or the home shrine •Suggest why worship in the home might be important •Describe the</p>	<p>Use some religious words and phrases to recognise and name features of religious traditions</p> <p>Talk about the way that religious beliefs might influence the way a person behaves</p> <p>ISLAM Identify that Islamic beliefs about God motivate most Muslims to pray on a regular basis • Describe the rituals of Islamic prayer (salah), including wudhu and use of a prayer mat • Suggest how making time for the five daily prayers is an act of submission HINDUISM Know that Hindus might worship at a Mandir and/or the home shrine</p>	<p>Identify and describe how religion is expressed in different ways</p> <p>Suggest the symbolic meaning of imagery and actions</p> <p>ISLAM Talk about the things they do on a regular basis as a sign of their commitment and belonging • Reflect on who they should be grateful to and how they show this SIKHISM •Describe how and why the Guru Granth Sahib is treated with great respect •Suggest how and why Sikhs might show commitment to their faith</p>	<p>Identify how religion is expressed in different ways</p> <p>Use religious terms to describe how people might express their beliefs ISLAM Describe and give reasons for the Islamic practice of Zakat Suggest why charity might be important to a Muslim – and the different ways that a Muslim might try to be charitable HINDUISM Describe how and why Hindus might celebrate Raksha Bandhan •Identify aspects of the celebration which remind Hindus of their dharma •Identify religious teachings contained within a Hindu story – and suggest how</p>	<p>Describe the impact religion has on believers' lives</p> <p>Explain the deeper meaning and symbolism for specific religious practices</p> <p>ISLAM Use subject specific language to describe how and why Muslims fast at Ramadan • Explain the importance of Ramadan in the context of the Five Pillars of Islam • Consider the impact that fasting might have on individuals, families and communities JUDAISM Explain differing forms of expression within the context of Jewish worship. •Describe diversity of religious practices</p>	<p>Explain differing forms of expression and why these might be used</p> <p>Describe diversity of religious practices and lifestyle within the religious tradition</p> <p>Interpret the deeper meaning of symbolism – contained in stories, images and actions ISLAM Use subject specific language to describe how and why Muslims fast at Ramadan • Explain the importance of Ramadan in the context of the Five Pillars of Islam • Consider the impact that fasting might have on individuals, families and communities JUDAISM</p>	<p>Explain differing forms of expression and why these might be used</p> <p>Describe diversity of religious practices and lifestyle within the religious tradition</p> <p>Interpret the deeper meaning of symbolism – contained in stories, images and actions ISLAM Explain how and why Muslims might commemorate the Night of Power • Describe and explain a variety of ways that Muslims might show respect for the Qur'an – and how this symbolises their respect for God • Explain how the teachings of the Qur'an might influence the actions</p>	<p>Use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences ISLAM Explain differing ideas about religious expression Describe and explain the importance of Hajj, including the practices, rituals and impact • Explain how a person might change once becoming a hajji • Consider how important it is for a Muslim to go on hajj – and what this means for those who are unable to make the pilgrimage BUDDHISM •Describe and explain what is involved in following the Eight-Fold Path of</p>

**Social and Emotional Learning
Curriculum Progression Map**

	<p>meaning and symbolism of items used in worship (eg. arti lamp, items on the puja tray)</p>	<ul style="list-style-type: none"> •Suggest why worship in the home might be important •Describe the meaning and symbolism of items used in worship (eg. arti lamp, items on the puja tray) 		<p>these stories might be used to teach Hindu children about dharma (eg. What teachings about duty to family are expressed in the story of Rama and Sita?)</p>	<p>and lifestyle within</p> <ul style="list-style-type: none"> •Interpret the deeper meaning of symbolism – contained in stories, images and actions 	<ul style="list-style-type: none"> •Explain (with appropriate examples) where people might seek wisdom and guidance •Consider the role of rules and guidance in uniting communities 	<p>and choices of a Muslim</p> <p>BUDDHISM</p> <ul style="list-style-type: none"> •Describe and explain what is involved in following the Eight-Fold Path of Buddhism – and the impact that following this might have on the life of a Buddhist. •Consider the importance of daily meditation in Buddhism 	<p>Buddhism – and the impact that following this might have on the life of a Buddhist.</p> <ul style="list-style-type: none"> •Consider the importance of daily meditation in Buddhism
Shared Human Experience								
	<p>Notice and show curiosity about people and how they live their lives</p> <p>ISLAM</p> <ul style="list-style-type: none"> • Talk about their own experiences and feelings about the natural world and what they have noticed about the way that humans treat it <p>HINDUISM</p> <ul style="list-style-type: none"> •Talk about qualities that make some people special •Identify ways in which humans show their gratitude to the 	<p>ISLAM</p> <p>Notice and show curiosity about people and how they live their lives</p> <p>Talk about the ways in which shared rituals might unite communities (make links with the way that the Islamic community – the Ummah – is united by prayer) • Identify ways in which humans show their gratitude</p> <p>HINDUISM</p> <ul style="list-style-type: none"> •Talk about qualities that make some people special 	<p>Identify things that influence a person’s sense of identity and belonging</p> <p>ISLAM</p> <p>Talk about the things they do on a regular basis as a sign of their commitment and belonging • Reflect on who they should be grateful to and how they show this</p> <p>SIKHISM</p> <ul style="list-style-type: none"> •Identify people and ideas that inspire commitment •Discuss the different ways that people might show that they are committed 	<p>Describe how some people, events and sources of wisdom have influenced and inspired others</p> <p>ISLAM</p> <p>Identify characteristics of a good role model</p> <p>Discuss how good role models can have a positive impact on individuals, communities and societies</p> <p>HINDUISM</p> <ul style="list-style-type: none"> •Identify sources of authority and inspiration •Consider what our ‘duties’ as human beings are 	<p>Consider the range of beliefs, values and lifestyles that exist in society</p> <p>Discuss how people make decisions about how to live their lives</p> <p>ISLAM</p> <ul style="list-style-type: none"> • Discuss (with relevant examples) the importance of showing commitment to a belief, value or community • Consider the role of sacrifice within religion and communities <p>JUDAISM</p>	<p>Explain (with appropriate examples) where people might seek wisdom and guidance</p> <p>Consider the</p> <p>ISLAM</p> <ul style="list-style-type: none"> • Discuss (with relevant examples) the importance of showing commitment to a belief, value or community • Consider the role of sacrifice within religion and communities <p>JUDAISM</p>	<p>Explain (with appropriate examples) where people might seek wisdom and guidance</p> <p>ISLAM</p> <p>Discuss where people might look to for guidance about how to live – consider a range of sources of wisdom and authority • Suggest when and why people might want guidance about how to live</p> <p>Consider the role of rules and guidance in uniting communities</p>	<p>Consider what makes us human – in terms of our beliefs and values, relationships with others and sense of identity and belonging</p> <p>Discuss how people change during the journey of life</p> <p>ISLAM</p> <p>Discuss the various events that might happen on the journey of life and how people might change over the course of their life • Consider what support people might need on life’s journey</p> <p>BUDDHISM</p>

**Social and Emotional Learning
Curriculum Progression Map**

	people who matter in their lives	<ul style="list-style-type: none"> Identify ways in which humans show their gratitude to the people who matter in their lives 			<ul style="list-style-type: none"> Explain (with appropriate examples) where people might seek wisdom and guidance Consider the role of rules and guidance in uniting communities 	<ul style="list-style-type: none"> Explain (with appropriate examples) where people might seek wisdom and guidance Consider the role of rules and guidance in uniting communities 	<p>BUDDHISM</p> <ul style="list-style-type: none"> Discuss the meaning of contentment – is it the same as happiness, or something different? Raise questions about the human experience of being unsatisfied – why do humans so often want more than they have? To what extent does this prevent people from ever being happy? 	<ul style="list-style-type: none"> Discuss the meaning of contentment – is it the same as happiness, or something different? Raise questions about the human experience of being unsatisfied – why do humans so often want more than they have? To what extent does this prevent people from ever being happy?
--	----------------------------------	--	--	--	---	---	---	--

Search for Personal Meaning

	<p>Ask questions</p> <p>ISLAM Reflect on how they treat the natural world – and if they have a duty to look after it</p> <p>HINDUISM Talk about who is special to them and why • Reflect on who they should be grateful to and how they might show this in words and actions</p>	<p>Ask questions</p> <p>Talk about their own identity and values</p> <p>ISLAM Talk about the things they do on a regular basis as a sign of their commitment and belonging • Reflect on who they should be grateful to and how they show this</p> <p>HINDUISM Talk about who is special to them and why • Reflect on who they should be</p>	<p>Ask relevant questions</p> <p>Talk about their own identity and values</p> <p>ISLAM Talk about the things they do on a regular basis as a sign of their commitment and belonging • Reflect on who they should be grateful to and how they show this</p> <p>SIKHISM • Reflect on their own commitments and the impact that these</p>	<p>In relation to matters of right and wrong, recognise their own and others' values</p> <p>Discuss own questions and responses related to the question 'who should we follow – and why?'</p> <p>ISLAM • Reflect on their own aspirations for themselves and others • Ask questions and suggest answers about how they can</p>	<p>Reflect on their own personal sources of wisdom and authority</p> <p>ISLAM Reflect on their own beliefs, values and commitments • Consider and discuss how they demonstrate their personal commitments</p> <p>JUDAISM • Discuss and debate the sources of guidance available to them • Consider the</p>	<p>Discuss and debate the sources of guidance available to them</p> <p>Consider the value of differing sources of guidance</p> <p>ISLAM Reflect on their own beliefs, values and commitments • Consider and discuss how they demonstrate their personal commitments</p> <p>JUDAISM</p>	<p>Discuss and debate the sources of guidance available to them</p> <p>Consider the value of differing sources of guidance</p> <p>ISLAM • Discuss who or what has guided them in their own beliefs, values and commitments • Reflect on what 'ultimate authority' might mean for them</p> <p>BUDDHISM</p>	<p>Raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments</p> <p>Develop own views and ideas in response to learning</p> <p>Demonstrate increasing self-awareness in their own personal development</p> <p>ISLAM • Ask and respond thoughtfully to</p>
--	--	---	--	---	--	--	---	---

Social and Emotional Learning Curriculum Progression Map

		<p>grateful to and how they might show this in words and actions</p>	<p>have on their lives</p> <ul style="list-style-type: none"> •Ask questions about the value of having commitments 	<p>try to make the world a better place.</p> <p>HINDUISM</p> <ul style="list-style-type: none"> •Reflect on their own duties – to themselves, to their families, to their communities •discuss who or what they follow – and why 	<p>value of differing sources of guidance</p>	<ul style="list-style-type: none"> •Discuss and debate the sources of guidance available to them •Consider the value of differing sources of guidance 	<ul style="list-style-type: none"> •Ask and respond thoughtfully to questions about their own happiness – consider this as something that they are in control of •Discuss the potential barriers to their happiness and what they can do to overcome 	<p>questions about their own journey of life – consider how they have changed so far, how they will continue to change and the support and guidance that might be needed</p> <p>BUDDHISM</p> <ul style="list-style-type: none"> •Ask and respond thoughtfully to questions about their own happiness – consider this as something that they are in control of •Discuss the potential barriers to their happiness and what they can do to overcome these
--	--	--	---	--	---	---	--	---