

Knowledge Organisers for the priority subject for each concept to be issued 2-3 weeks before the learning block is taught.

Metacognition: Metacognition can take many forms; it includes knowledge about when and how to use particular strategies for learning or problem-solving.

There is no statutory national curriculum for SMSC, yet all pupils must study it – and be taught about British Values under the Education Act (2002). Non-statutory guidance documents speak of the importance of studying SMSC as; “It is expected that pupils should understand that while different people may hold different views about what is ‘right’ and ‘wrong’, all people living in England are subject to its law. Our school’s ethos and teaching, which parents are aware of, supports the rule of English civil and criminal law.

We have taken the guidance for SMSC and, having applied our experiences and understanding of learning, created this progression document across the school to help pupils to add knowledge to their long-term memories, helping them to learn. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. This knowledge and skills organiser for SMSC demonstrates the progression through the year groups. It includes regular opportunities to revisit prior learning and build upon this.

SMSC is not taught through a range of subjects and learning opportunities, for example, Pupil Parliament meetings and Collective Worship. Therefore, this document, clearly identifies where these opportunities will be. These are highlighted below in **yellow**.

Diversity: we have carefully planned our curriculum to include diversity (gender, disability, BAME – Black, Asian and Minority Ethnic) to ensure it is a diverse and inclusive curriculum. Where there are key links, these are highlighted below in **orange**.

Year F				
SMSC	Spiritual	Moral	Social	Cultural
Knowledge and Skills	<p>Understanding the World:</p> <ul style="list-style-type: none"> Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values. 	<p>Personal, social and emotional development:</p> <ul style="list-style-type: none"> Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England. 	<p>Personal, social and emotional development:</p> <ul style="list-style-type: none"> Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds. 	<p>Expressive arts and design:</p> <ul style="list-style-type: none"> Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others. <p>Understanding the World:</p>

	<p>Collective worship: see assembly overview.</p> <p>Characteristics of Effective Learning: Active Learning</p> <ul style="list-style-type: none"> ▪ Sense of enjoyment and fascination in learning about themselves, others and the world around them. <p>Daily through continuous provision enhancements.</p> <p>Expressive Arts and Design:</p> <ul style="list-style-type: none"> ▪ of imagination and creativity in their learning. <p>Daily through continuous provision enhancements.</p> <p>Characteristics of Effective Learning: Creating and Thinking Critically</p> <ul style="list-style-type: none"> ▪ Willingness to reflect on their experiences. <p>Weekly class discussions using Visible Learning Sails.</p>	<ul style="list-style-type: none"> ▪ Understanding of the consequences of their behaviour and actions. <p>Collective worship: see assembly overview. Behaviour policy, Class Charters (linked to UNICEF rights of the child).</p> <p>Understanding the World:</p> <ul style="list-style-type: none"> ▪ Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. <p>Daily through continuous provision enhancements.</p>	<ul style="list-style-type: none"> ▪ Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively. <p>Daily through continuous provision enhancements.</p> <p>Understanding the World:</p> <ul style="list-style-type: none"> ▪ Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. <p>Collective worship: see assembly overview.</p>	<ul style="list-style-type: none"> ▪ Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain. <p>Personal, social and emotional development:</p> <p>This type of knowledge would be too abstract for the large majority of children in the EYFS but it is underpinned by early experiences in.</p> <ul style="list-style-type: none"> ▪ Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain. <p>Collective worship: see assembly overview. Various opportunities to vote (e.g., daily reading book, person of the week etc.)</p> <p>Expressive arts and design:</p> <ul style="list-style-type: none"> ▪ Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities. <p>Daily through continuous provision enhancements</p> <p>Understanding the world: People and communities</p>
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Metacognition				
Year 1				
SMSC	Spiritual	Moral	Social	Cultural
Knowledge and Skills	<p>Spiritual: Emotional Literacy</p> <ul style="list-style-type: none"> Start to recognise or explain how they and others are feeling. <p>PSHE (Summer 1): We all have feelings</p> <p>PSHE (Summer 1): Good and not so good feelings</p> <p>Spiritual: Enjoyment</p> <ul style="list-style-type: none"> Show signs of enjoyment. <p>Daily (including Continuous Provision)</p>	<p>Moral: Right and Wrong</p> <ul style="list-style-type: none"> With support, make choices based on an understanding of right and wrong. <p>Online Safety (Spring 1): We are responsible internet and device users</p> <p>Daily Behaviour Choices</p> <ul style="list-style-type: none"> Follow the school or class charters. <p>Behaviour policy, Class Charters (linked to UNICEF rights of the child)</p>	<p>Social: Social skills</p> <ul style="list-style-type: none"> Show awareness that different behaviour might be needed in a religious setting. <p>RE (Autumn 2): What does it mean to belong to a faith community?</p> <p>RE (Spring 2 & Summer 1): Who is Jewish and how do they live?</p> <ul style="list-style-type: none"> Where possible, play with pupils from different religious, ethnic and socio-economic backgrounds, perhaps with encouragement. 	<p>Cultural: Race, Ethnicity, Faith and Socio-economic background</p> <ul style="list-style-type: none"> Start to show an awareness of different cultures (race, ethnicity, religion, belief and socio-economic background) e.g. within school. <p>Collective worship: see assembly overview.</p> <p>RE (Spring 2 & Summer 1): Who is Jewish and how do they live?</p> <p>Geography (Autumn 2): Natural Elements (Our World's Continents)</p>

	<p>Spiritual: Creativity</p> <ul style="list-style-type: none"> Engage in creative/imaginative experiences (with some support). <p>Music (Summer 1): Your imagination Computing (Autumn 1): Creativity - We are painters Art (Autumn 1 & Summer 2): Painting – Colour Mixing, Tints and Shades Daily Continuous Provision/ Creative Learning Challenges</p> <p>Spiritual: Reflectiveness</p> <ul style="list-style-type: none"> With support, recount events to reflect on experiences and learning. <p>Daily Learning Sails – Reflective Ralph Music (Summer 2): Reflect, Rewind and Replay</p> <p>Spiritual: Beliefs and Values</p> <ul style="list-style-type: none"> Verbalise some of their own beliefs, religious or otherwise. <p>Collective worship: see assembly overview. RE (Autumn 2): What does it mean to belong to a faith community?</p> <p>Spiritual: Insight vs knowledge</p> <ul style="list-style-type: none"> Demonstrate an awareness that other people have knowledge. 	<p>Moral: Consequences</p> <ul style="list-style-type: none"> Recognise that their actions may have negative consequences. <p>Behaviour policy, Class Charters (linked to UNICEF rights of the child)</p> <p>Moral: Respecting others</p> <ul style="list-style-type: none"> Start to demonstrate an awareness of, and respect for, others' needs, interests and feelings, as well as their own. <p>Online Safety (Autumn 2): We are kind and thoughtful</p>	<p>Daily (including Continuous Provision)</p> <p>Social: Collaboration</p> <ul style="list-style-type: none"> With some support, cooperate with others in shared activities. <p>Daily Continuous Provision Collaborative Learning Challenges PSHE (Autumn 1): Welcome to school</p> <p>Social: Good citizenship</p> <ul style="list-style-type: none"> With support, participate in activities that contribute to the school (e.g. litter picking). <p>Pupil Parliament</p> <p>Social: Accepting advice</p> <ul style="list-style-type: none"> Follow the advice of others. <p>Online Safety (Autumn 1): We are rule writers</p> <p>Social: Challenging others</p> <ul style="list-style-type: none"> Start to challenge other people's values and opinions. <p>RE (Autumn 1): Who made the World? RE (Spring 1): What do Christians believe God is like?</p> <p>Social: Respect for the environment</p> <ul style="list-style-type: none"> Demonstrate respect for property; start to show respect for people, living things and the environment. 	<p>Cultural: World view</p> <ul style="list-style-type: none"> Recount some facts (that have been given to them) about towns, cities and countries beyond their own. <p>History (Autumn 1): Rebellion and Invasion - London Geography (Autumn 2): Natural Elements – Continents</p> <p>Cultural: Art & music</p> <ul style="list-style-type: none"> Express opinions about artistic, musical, sporting and other cultural experiences. <p>Art (Autumn 2 and Summer 2): Painting Art (Spring 2): 3D Sculptures Music (Autumn 1): Hey You! Music (Spring 1): In the Groove</p> <p>Cultural: Disability, Gender, Sexual Orientation</p> <ul style="list-style-type: none"> Show an awareness of disability and gender. <p>Collective worship: see assembly overview.</p> <p>Cultural: British values</p> <ul style="list-style-type: none"> Show some understanding of how their community is organised (eg family, school).
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	<p>PSHE (Autumn 1): Emergencies and getting help PSHE (Autumn 2): People who care for us</p> <p>Spiritual: Respecting Others</p> <ul style="list-style-type: none"> Start to show respect through their actions (e.g. following school or class charters). <p>Class Charter Daily Behaviour and Expectations</p> <p>Spiritual: Perseverance</p> <ul style="list-style-type: none"> With support, tackle a challenge until it is resolved. <p>Daily Learning Sails – Resilient Tenacity Tom</p> <p>Spiritual: Challenge N/A</p>		<p>Geography (Spring 2): Environmental (Woodlands) Science (Spring 2 and Summer 1): Plants Geography (Summer 2): Seaside RE (Summer 2): How should we care for the world, and why does it matter?</p>	<p>PSHE (Autumn 1): Welcome to school (different roles in the community) PSHE (Autumn 2): People Who Care for Us</p> <ul style="list-style-type: none"> Recount some facts about Britain's political system (eg the queen, the prime minister). <p>Collective worship: see assembly overview. History (Spring 1): Civilisation – British Kings and Queens</p>
Metacognition				
Year 2				
SMSC	Spiritual	Moral	Social	Cultural
Knowledge and Skills	<p>Spiritual: Emotional Literacy</p> <ul style="list-style-type: none"> Recognise and explain how they and others are feeling. <p>PSHE (Summer 1): Big feelings</p> <p>Spiritual: Enjoyment</p> <ul style="list-style-type: none"> Express enjoyment in a variety of ways, including an 	<p>Moral: Right and Wrong</p> <ul style="list-style-type: none"> Make choices based on an understanding of right and wrong. <p>Behaviour policy, Class Charters (linked to UNICEF rights of the child)</p> <ul style="list-style-type: none"> Start to develop their own principles. 	<p>Social: Social skills</p> <ul style="list-style-type: none"> Demonstrate awareness of the 'rules' for behaviour in a religious setting. Where possible, play and socialise with pupils from different religious, ethnic and socio-economic backgrounds. 	<p>Cultural: Race, Ethnicity, Faith and Socio-economic background</p> <ul style="list-style-type: none"> Develop understanding of different cultures (race, ethnicity, religion, belief and socio-economic background) e.g. the range within school.

	<p><i>appreciation of the enjoyment of others.</i></p> <p>Throughout all subjects PSHE (Autumn 1): Respecting uniqueness and Communities</p> <p>Spiritual: Creativity</p> <ul style="list-style-type: none"> Start to initiate creative/imaginative experiences (with reduced support). <p>Music (Autumn 1): Hands, hearts and feet Art (Spring 2): Printing</p> <p>Spiritual: Reflectiveness</p> <ul style="list-style-type: none"> Reflect on experiences and learning by recounting events (i.e. without much support). <p>Daily/weekly reflection</p> <p>Spiritual: Beliefs and Values</p> <ul style="list-style-type: none"> Verbalise their own beliefs and distinguish between those that are religious and those that are not. <p>PSHE (Autumn 1): Our communities RE (throughout the year)</p> <p>Spiritual: Insight vs knowledge</p> <ul style="list-style-type: none"> Demonstrate a respect for other people's knowledge. <p>PSHE (Autumn 1): Our communities and Respecting Uniqueness</p>	<p>Behaviour policy, Class Charters (linked to UNICEF rights of the child) Computing – Online safety (Autumn 1): We are Year 2 rule writers</p> <p>Moral: Consequences</p> <ul style="list-style-type: none"> Recognise that their actions have negative and positive consequences. <p>Behaviour policy, Class Charters (linked to UNICEF rights of the child) PSHE (Autumn 2): Everyday safety PSHE (Spring 1): Horrible hands Computing – Online safety (Autumn 2): We are not online bullies</p> <p>Moral: Respecting others</p> <ul style="list-style-type: none"> Show respect by starting to explain other people's needs, interests and feelings, as well as their own. <p>PSHE (Autumn 1): Recognising Uniqueness PSHE (Spring 1): Learning about work PSHE (Spring 2): Sharing photos online PSHE (Summer 1): Playing games online</p>	<p>Daily learning and play RE (Autumn 1): Who is Muslim and how do they live?</p> <p>Social: Collaboration</p> <ul style="list-style-type: none"> Cooperate with others in a range of shared activities. <p>Learning throughout the year-writing, science, learning connection block.</p> <p>Social: Good citizenship</p> <ul style="list-style-type: none"> Participate in activities that contribute to the school and wider community. <p>Pupil Parliament Termly visit to the local nursing home Contribution to community/school events, e.g. Summer fayre</p> <p>Social: Accepting advice</p> <ul style="list-style-type: none"> Willingly accept and follow advice but start to appreciate that some advice might not be so useful. <p>Behaviour policy, Class Charters (linked to UNICEF rights of the child) Reflection on behaviour. Reflection on learning through visible learning dispositions and feedback. Lead learners PSHE (Autumn 1): Our communities</p>	<p>Collective worship: see assembly overview. British Values (Spring 1) RE (throughout the year) PSHE (Spring 1): Learning about work</p> <p>Cultural: World view</p> <ul style="list-style-type: none"> Independently recount facts about towns, cities and countries beyond their own. <p>Geography (Autumn 2): Galapagos Islands Geography (Spring 2): Rainforests Geography (Summer 2): Seaside towns</p> <p>Cultural: Art & music</p> <ul style="list-style-type: none"> Start to reflect on artistic, musical, sporting and other cultural experiences, and accept that other people's views might be different. <p>Music (Summer 2): Reflect, Rewind and Replay PSHE (Autumn 1): Respecting uniqueness and Our communities PE (Autumn 2): Dance (from other cultures) RE (Autumn 1 and Spring 1): Who are Muslim and how do they live? Art (Spring 2): Printing</p> <p>Cultural: Disability, Gender, Sexual Orientation</p>
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	<p>Spiritual: Respecting Others</p> <ul style="list-style-type: none"> ▪ <i>Demonstrate respect for others (e.g. by choosing to help each other).</i> <p>PSHE (Autumn 1): Respecting Uniqueness British Values (Spring 1)</p> <p>Spiritual: Perseverance</p> <ul style="list-style-type: none"> ▪ <i>Demonstrate a willingness to tackle problems/challenges until they are resolved/achieved.</i> <p>Daily learning: Visible Learning</p> <p>Spiritual: Challenge</p> <ul style="list-style-type: none"> ▪ N/A 		<p>Social: Challenging others</p> <ul style="list-style-type: none"> ▪ <i>Challenge other people's values and opinions, being polite when doing so (with support).</i> <p>Pupil Parliament PSHE (Autumn 1): Respecting uniqueness PSHE (Summer): Big feelings British Values (Spring 1)</p> <p>Social: Respect for the environment</p> <ul style="list-style-type: none"> ▪ <i>Demonstrate respect for people, living things, property and the environment.</i> <p>PSHE (Autumn 1): Respecting uniqueness and Our communities Wild Tribe Science (Autumn 2): Animals, including humans Science (Spring 2 and Summer 1): Plants Science (Summer 2): Living things and their habitats Geography (Autumn 2): The Galapagos Islands Geography (Spring 2): Rainforests Geography (Summer 2): Seaside towns</p>	<ul style="list-style-type: none"> ▪ <i>Show an awareness of, and respect for, disability and gender and sexual orientation (in a primary-appropriate way, e.g. talking about same-sex marriage).</i> <p>Collective worship: see assembly overview. PSHE (Autumn 1): Respecting Uniqueness PSHE (Summer 1): Big feelings History (Spring 1): Queen Elizabeth History (Summer 1): The first aeroplane flight</p> <p>Cultural: British values</p> <ul style="list-style-type: none"> ▪ <i>Demonstrate a knowledge of how their community is organised (e.g. family, school, town).</i> <p>PSHE (Autumn 1): Our communities</p> <ul style="list-style-type: none"> ▪ <i>Recount facts about Britain's parliamentary system, past and present (e.g. Guy Fawkes, Lord Shaftesbury, naming the current prime minister).</i> <p>Collective worship: see assembly overview. British Values (Spring 1) History (Spring 1): The lives of significant individuals who have contributed to national and international achievements</p>
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Metacognition				
Year 3				
SMSC	Spiritual	Moral	Social	Cultural
Knowledge and Skills	<p>Spiritual: Emotional Literacy</p> <ul style="list-style-type: none"> Begin to recognise the possible impact of their and others' feelings (e.g. starting to show concern for others). <p>PSHE (Spring 2): Everyday feelings PSHE (Summer 1): Expressing feelings Computing – online safety (Autumn 2): We are digital friends Computing – online safety (Summer 1): We are netiquette experts Pupil Parliament Daily/weekly reflection</p> <p>Spiritual: Enjoyment</p> <ul style="list-style-type: none"> Identify and describe experiences that they like and dislike. <p>RE (Autumn 2): How do festivals and worship show what matters to Jewish people? RE (Spring 2): How do festivals and worship show what matters to a Muslim? Daily/weekly reflection PSHE (Autumn 2): Individual and collective strengths</p>	<p>Moral: Right and Wrong</p> <ul style="list-style-type: none"> Explain the difference between right and wrong (in context). <p>Behaviour policy, Class Charters (linked to UNICEF rights of the child) Collective worship: see assembly overview Computing – online safety (Autumn 1): We are Year 3 rule writers Computing – online safety (Summer 1): We are netiquette experts Act according to their own principles and accept that other people's views and choices may be different from their own. <p>British Values (Spring 1) PSHE (Spring 2): Everyday feelings PSHE (Summer 1): Expressing feelings RE (Autumn 1): Creation/fall: What do Christians learn from the creation story?</p> <p>Moral: Consequences</p> <ul style="list-style-type: none"> Recognise the consequences of behaviour (theirs and others') and use this knowledge to start to manage their own behaviour. </p>	<p>Social: Social skills</p> <ul style="list-style-type: none"> Start to modify their behaviour to follow the 'rules' of a religious settings. <p>RE (Autumn 2): How do festivals and family life show what matters to Jewish people? RE (Spring 1): People of God – what is it like to follow God?</p> <p>Social: Collaboration</p> <ul style="list-style-type: none"> Work as part of a team, showing an awareness of conflict and how it might be resolved. <p>PSHE (Spring 2): Everyday feelings PSHE (Summer 1): Expressing feelings PE (Autumn 1): Multi-skills PE (Spring 2): Outdoor and adventurous PE (Summer 2): Active athletes Continued Team building exercises Break and Lunchtime Activities Group Enquires (Scientific, Historical and Geographical)</p> <p>Social: Good citizenship</p>	<p>Cultural: Race, Ethnicity, Faith and Socio-economic background</p> <ul style="list-style-type: none"> Show an interest in, and appreciation of, different cultures and practices (race, ethnicity, religion, belief and socio-economic background). <p>Collective worship: see assembly overview. British Values (Spring 1) RE (throughout the year) PSHE (Autumn 1): World of work</p> <p>Cultural: World view</p> <ul style="list-style-type: none"> Compare and contrast facts about different places and start to recognise that place is not the same as ethnicity or race. <p>PSHE (Autumn 2): Individual and collective strengths Geography (Summer 2): Rainforests RE (Summer 2): How and why do religious and non-religious people try to make the world a better place?</p> <p>Cultural: Art & music</p>

<p>PSHE (Spring 2): Everyday feelings PSHE (Summer 1): Expressing feelings</p> <p>Spiritual: Creativity</p> <ul style="list-style-type: none"> Independently initiate and participate in creative/imaginative experiences. <p>Art (Autumn 1): Textiles Art (Spring 2): Drawing Art (Summer 1): 3D sculpture Music (Autumn 1): Let your spirits fly Music (Summer 1): Bringing us together</p> <p>Spiritual: Reflectiveness</p> <ul style="list-style-type: none"> Reflect on experiences and learning by expressing opinions. <p>Daily/weekly reflective sessions PSHE (Summer 1): Expressing feelings</p> <p>Spiritual: Beliefs and Values</p> <ul style="list-style-type: none"> Describe their own beliefs and start to put them into religious and ethical contexts. <p>British Values (Spring 1) PSHE (Spring 2): Everyday feelings PSHE (Summer 1): Expressing feelings RE (Summer 2): How and why do religious and non-religious people try to make the world a better place?</p>	<p>Behaviour policy, Class Charters (linked to UNICEF rights of the child). PSHE (Autumn 1): Spending and saving money. PSHE (Summer 1): Expressing feelings Computing – online safety (Spring 2): We are aware of our digital footprint Computing – online safety (Summer 1): We are netiquette experts</p> <p>Moral: Respecting others</p> <ul style="list-style-type: none"> Start to recognise how people can show respect for the needs, interests and feelings of others. <p>PSHE (Autumn 1): World of work PSHE (Autumn 2): Individual and collective strengths PSHE (Summer 1): Expressing feelings Computing – online safety (Autumn 2): We are digital friends Computing – online safety (Summer 1): We are netiquette experts</p>	<ul style="list-style-type: none"> Start to reflect on their own impact in the community (e.g. waste, noise, carbon footprint). <p>Pupil Parliament Collective worship: see assembly overview PSHE (Autumn 2): Individual and collective strengths</p> <p>Social: Accepting advice</p> <ul style="list-style-type: none"> Begin to seek advice and make an informed choice about whether to follow it. <p>Collective worship: see assembly overview Daily/weekly reflection Behaviour policy, Class Charters (linked to UNICEF rights of the child) Visible Learning sails (reflection and self-awareness): feedback Computing – online safety (Spring 2): We are aware of our digital footprint PSHE: Anti-bullying week</p> <p>Social: Challenging others</p> <ul style="list-style-type: none"> Be polite when challenging others' values and opinions (i.e. without support). <p>PSHE (Summer 1): Expressing feelings British Values (Spring 1) Computing (Spring 2): We are opinion pollsters (collecting and analysing data)</p>	<ul style="list-style-type: none"> Start to verbalise other people's reflections on artistic, musical, sporting and other cultural experiences. <p>PSHE (Autumn 2): Individual and collective strengths PSHE (Summer 1): Expressing feelings Music (Autumn 1): Let your spirits fly Music (Spring 2): The dragon song Music (Summer 1): Bringing us together PE (Autumn 2): Dance PE (Summer 2): Active athletes</p> <p>Cultural: Disability, Gender, Sexual Orientation</p> <ul style="list-style-type: none"> Recognise ways in which people can demonstrate respect for disability, gender and sexual orientation. <p>Collective worship: see assembly overview. PSHE (Autumn 2): Individual and collective strengths Music (Summer 1): Bringing us together</p> <p>Cultural: British values</p> <ul style="list-style-type: none"> Understand how wider society is organised (e.g. parliament, police, places of worship, the NHS). <p>Collective worship: see assembly overview.</p>
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	<ul style="list-style-type: none"> ▪ <i>Verbalise some of their own beliefs, religious or otherwise.</i> <p>British Values (Spring 1) PSHE (Spring 2): Everyday feelings PSHE (Summer 1): Expressing feelings RE (Summer 2): How and why do religious and non-religious people try to make the world a better place?</p> <p>Spiritual: Insight vs knowledge</p> <ul style="list-style-type: none"> ▪ <i>Start to show awareness of other people's insights.</i> <p>PSHE (Summer 1): Expressing feelings Music (Summer 1): Bringing us together</p> <p>Spiritual: Respecting Others</p> <ul style="list-style-type: none"> ▪ <i>Consistently show respect for others through their manners and actions.</i> <p>British Values (Spring 1) PSHE (Autumn 2): Individual and collective strengths PSHE (Spring 2): Everyday feelings PSHE (Summer 1): Expressing feelings RE (Summer 2): How and why do religious and non-religious people try to make the world a better place? Computing – online safety (Autumn 2): We are digital friends</p>		<p>Social: Respect for the environment</p> <ul style="list-style-type: none"> ▪ <i>Start to show awareness of the difference between rights and responsibilities.</i> <p>Behaviour policy, Class Charters (linked to UNICEF rights of the child)</p>	<p>History (Summer 1): Changes in Britain from the Stone Age to the Iron Age British Values (Spring 2) Geography (Autumn 2): UK and South America RE (Autumn 2): How do festivals and family life show what matters to Jewish people? RE (Spring 1): What is it like to follow God?</p>
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	<p>Computing – online safety (Summer 1): We are netiquette experts Behaviour policy, Class Charters (linked to UNICEF rights of the child)</p> <p>Spiritual: Perseverance</p> <ul style="list-style-type: none"> N/A <p>Spiritual: Challenge</p> <ul style="list-style-type: none"> Start to recognise things that might 'constrain the human spirit' e.g. low aspirations, lack of self-confidence. <p>PSHE (Autumn 1): World of work PSHE (Spring 2): Everyday feelings PSHE (Summer 1): Wellbeing Visible learning sail (self-awareness) continued reflection throughout all subject areas.</p>			
Metacognition				
Year 4				
SMSC	Spiritual	Moral	Social	Cultural
Knowledge and Skills	<p>Spiritual: Emotional Literacy</p> <ul style="list-style-type: none"> Recognise the possible impact of their and others' feelings (e.g. showing concern). <p>PSHE (Autumn 1): What makes a good friend? PSHE (Autumn 1): Respecting others</p>	<p>Moral: Right and Wrong</p> <ul style="list-style-type: none"> Start to reason about right and wrong in the abstract. <p>Collective worship: see assembly overview. SMSC (Spring 1): British Values</p>	<p>Social: Social skills</p> <ul style="list-style-type: none"> Modify their behaviour appropriately for different religious settings and explain why they are doing so. <p>RE (Autumn 2): Incarnation/God: What is the Trinity?</p>	<p>Cultural: Race, Ethnicity, Faith and Socio-economic background</p> <ul style="list-style-type: none"> Show respect for other cultures (race, ethnicity, religion, belief and socio-economic background) in words and actions.

	<p>PSHE (Autumn 2): Resolving conflict and managing negative pressure PSHE (Spring 2): Volunteering and Citizenship SMSC (Spring 1): British Values</p> <p>Spiritual: Enjoyment</p> <ul style="list-style-type: none"> Describe experiences that they enjoy and start to describe the same for others. <p>PSHE (Autumn 1): Respecting others Weekly/daily reflection</p> <p>Spiritual: Creativity</p> <ul style="list-style-type: none"> N/A <p>Spiritual: Reflectiveness</p> <ul style="list-style-type: none"> Reflect on experiences and learning by expressing opinions and listening to those of others. <p>PSHE (Autumn 1): Respecting others PSHE (Spring 1): Money choices PSHE (Spring 1): Volunteering and citizenship Weekly/daily reflection</p> <p>Spiritual: Beliefs and Values</p> <ul style="list-style-type: none"> Describe their own beliefs coherently and put them into a religious or ethical context. <p>RE – throughout all units</p> <p>Spiritual: Insight vs knowledge</p>	<p>Behaviour policy, Class Charters (linked to UNICEF rights of the child) PSHE (Autumn 1): Respecting others PSHE (Spring 1): Volunteering and citizenship PSHE (Summer 1): Managing feelings Computing – online safety (Summer 1): We are respectful of digital rights and responsibilities</p> <ul style="list-style-type: none"> Explore their own and others' views (e.g. by forming and expressing opinions). <p>Thorough RE units PSHE (Autumn 1): Respecting others PSHE (Autumn 2): Resolving conflict and managing negative pressure PSHE (Spring 2): Volunteering and Citizenship SMSC (Spring 1): British Values Weekly/daily reflection Pupil Parliament</p> <p>Moral: Consequences</p> <ul style="list-style-type: none"> Use their knowledge of consequences to manage and adapt their own behaviour. <p>Behaviour policy, Class Charters (linked to UNICEF rights of the child) PSHE (Autumn 1): What makes a good friend? PSHE (Autumn 1): Respecting others PSHE (Autumn 2): Resolving conflict and managing negative pressure PSHE (Spring 1): Volunteering and citizenship</p>	<p>RE (Summer 2): How and why do people in Cornwall mark significant events in community life? SMSC (Spring 1): British Values Collective worship: see assembly overview.</p> <ul style="list-style-type: none"> Start to modify everyday behaviour to respect/include friends from different religious backgrounds. <p>SMSC (Spring 1): British Values Class Charters (linked to UNICEF rights of the child) PSHE (Autumn 1): What makes a good friend? PSHE (Autumn 1): Respecting others PSHE (Spring 1): Volunteering and citizenship</p> <p>Social: Collaboration</p> <ul style="list-style-type: none"> Use their knowledge of others' views, opinions, personal qualities and social skills to work successfully in a team and start to work on resolving conflicts. Discuss religions and different cultures from around the world. <p>Group/partner opportunities included within provision PSHE (Autumn 1): Respecting others PSHE (Autumn 2): Resolving conflict and managing negative pressure PSHE (Spring 1): Volunteering and citizenship PSHE (Summer 1): Managing feelings</p>	<p>PSHE (Autumn 1): Respecting others PSHE (Spring 2): Volunteering and Citizenship</p> <p>Cultural: World view</p> <ul style="list-style-type: none"> Recall and compare facts about different places and explain how these can both reflect and disguise ethnicity, faith and race. <p>Collective worship: see assembly overview. Geography (Spring 2): How Launceston has changes in 100 years and its effect on the environment Geography (Summer 1): Types of settlements</p> <p>Cultural: Art & music</p> <ul style="list-style-type: none"> Accurately verbalise other people's reflections on artistic, musical, sporting and other cultural experiences. <p>Daily/weekly reflection Art (Autumn 2): Photography/digital skills Art (Spring 1): Collage Art (Spring 2): Printing Art (Summer 2): Painting DT (Spring 1): Cooking and nutrition Computing (Spring 1): We are musicians PE (Autumn 2): Dance PE (Spring 1): Gymnastics PE (Summer 2): Striking and fielding</p>
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	<ul style="list-style-type: none"> Show respect for other people's insights. Discuss people of different ethnicities. <p>PSHE (Autumn 1): Respecting others SMSC (Spring 1): British Values Collective worship: see assembly overview</p> <p>Spiritual: Respecting Others</p> <ul style="list-style-type: none"> Demonstrate good manners and start to cope with/compensate for non-reciprocation. <p>PSHE (Autumn 1): What makes a good friend? PSHE (Autumn 1): Respecting others Computing – Online Safety (Summer 1): We are respectful of digital rights and responsibilities</p> <p>Spiritual: Perseverance</p> <ul style="list-style-type: none"> Demonstrate persistence in tackling a challenge, e.g. by overcoming more than one setback. <p>PSHE (Summer 1): Managing feelings Weekly/daily reflection Visible Learning sails (resilience and tenacity)</p> <p>Spiritual: Challenge</p> <ul style="list-style-type: none"> Recognise things that might 'constrain the human spirit'. <p>Daily/weekly reflection Visible Learning sails (resilience and tenacity)</p>	<p>PSHE (Summer 1): Managing feelings Computing – online safety (Summer 1): We are respectful of digital rights and responsibilities</p> <p>Moral: Respecting others</p> <ul style="list-style-type: none"> Recognise and explain how people demonstrate respect for the needs, interests and feelings of others. <p>Class Charters (linked to UNICEF rights of the child) PSHE (Autumn 1): Respecting others PSHE (Spring 1): Volunteering and citizenship PSHE (Summer 1): Managing feelings Computing – online safety (Autumn 2): We are standing up to peer pressure Computing – online safety (Summer 1): We are respectful of digital rights and responsibilities</p>	<p>Social: Good citizenship</p> <ul style="list-style-type: none"> Explain their own impact in the community and start to make adjustments to their own behaviour in response to this. <p>Pupil Parliament PSHE (Spring 1): Volunteering and citizenship</p> <p>Social: Accepting advice</p> <ul style="list-style-type: none"> Seek advice but make an informed choice about whether to follow it. <p>PSHE (Autumn 2): Resolving conflict and managing negative pressure PSHE (Autumn 2): Everyday safety and basic first aid PSHE (Spring 1): Money choices PSHE (Spring 2): Play, like, share 1 – safely enjoying the online world PSHE (Summer 1): Managing feelings Computing – online safety (Spring 1): We are standing up to peer pressure Computing – online safety (Summer 1): We are respectful of digital rights and responsibilities Computing – online safety (Summer 2): We are careful when talking to virtual friends</p> <p>Social: Challenging others</p> <ul style="list-style-type: none"> Show awareness of the cultural and religious context for others' 	<p>Music (Summer 2): Reflect, rewind and replay</p> <p>Cultural: Disability, Gender, Sexual Orientation</p> <ul style="list-style-type: none"> Start to challenge the behaviour of individuals that might negatively impact on minorities. <p>PSHE (Autumn 1): Respecting others PSHE (Summer 1): Managing feelings Computing – online safety (Autumn 2): We are standing up to peer pressure Computing – online safety (Summer 1): We are respectful of digital rights and responsibilities SMSC (Spring 1): SMSC</p> <p>Cultural: British values</p> <ul style="list-style-type: none"> Understand how wider society is organised (e.g. councils, courts, charities and third sector). <p>PSHE (Spring 1): Money choices PSHE (Spring 1): Volunteering and citizenship Pupil Parliament</p> <ul style="list-style-type: none"> Recall historical facts about Britain's fundamental values and explain that these values appear in other cultures too. <p>PSHE (Autumn 1): Respecting others PSHE (Spring 1): Money choices PSHE (Spring 1): Volunteering and citizenship Pupil Parliament</p>
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			<p><i>values and opinions, adjusting their style of challenge accordingly.</i></p> <p>Throughout RE units PSHE (Autumn 1): Respecting others Collective worship: see assembly overview.</p> <p>Social: Respect for the environment</p> <ul style="list-style-type: none"> Recognise ways in which people are able to demonstrate respect for people, living things, property and the environment. <p>Pupil Parliament PSHE (Summer 2): The environment Geography (Autumn 2): Comparison of water sources Geography (Spring 2): How Launceston has changes in 100 years and its effect on the environment</p>	Collective worship: see assembly overview.
Metacognition				
Year 5				
SMSC	Spiritual	Moral	Social	Cultural
Knowledge and Skills	<p>Spiritual: Emotional Literacy</p> <ul style="list-style-type: none"> Recognise the impact of their and others' feelings and start to modify behaviour where appropriate (e.g. compassion and empathy). <p>PSHE (Autumn 1): Diverse Communities</p>	<p>Moral: Right and Wrong</p> <ul style="list-style-type: none"> Explain how moral codes may differ between cultures; start to use this knowledge to reason about moral dilemmas. <p>PSHE (Autumn 1): Diverse Communities</p>	<p>Social: Social skills</p> <ul style="list-style-type: none"> Modify everyday behaviour to respect/include peers and strangers. <p>PSHE (Autumn 1): Respectful relationships PSHE (Spring 2): Online contact</p>	<p>Cultural: Race, Ethnicity, Faith and Socio-economic background</p> <ul style="list-style-type: none"> Start to understand how cultural influences have shaped their own and others' heritage. <p>PSHE (Autumn 1): Diverse Communities</p>

<p>PSHE (Autumn 1): Respectful relationships</p> <p>Spiritual: Enjoyment</p> <ul style="list-style-type: none"> Start to alter their behaviour to make allowances for others' likes and dislikes. <p>Behaviour policy, Class Charters (linked to UNICEF rights of the child) PSHE (Autumn 1): Diverse Communities PSHE (Autumn 1): Respectful relationships</p> <p>Spiritual: Creativity</p> <ul style="list-style-type: none"> Start to understand how creative/imaginative experiences can inform their perspective on life. <p>Computing/Art (Autumn 2): We are Artists Art (Summer 2): Photography/Digital skills Music (Summer 2): Reflect, rewind and replay</p> <p>Spiritual: Reflectiveness</p> <ul style="list-style-type: none"> Show an interest in reflecting on their and others' experiences and learning. <p>Daily learning: Visible Learning (e.g. critique) Daily/weekly reflection</p> <p>Spiritual: Beliefs and Values</p>	<ul style="list-style-type: none"> Often act according to their own principles in areas that are considered right by some and wrong by others. <p>PSHE (Autumn 1): Diverse Communities RE (Summer 1): Gospel – What would Jesus do?</p> <p>Moral: Consequences</p> <ul style="list-style-type: none"> Explain the consequences of their and others' actions and start to compensate for other people's behaviour. <p>Behaviour policy, Class Charters (linked to UNICEF rights of the child) PSHE (Autumn 1): Diverse Communities</p> <p>Moral: Respecting others</p> <ul style="list-style-type: none"> Begin to cope with and compensate for other people's lack of respect. <p>Behaviour policy, Class Charters (linked to UNICEF rights of the child) PSHE (Autumn 1): Diverse Communities</p>	<p>Computing – Online safety (Autumn 2): We are responsible for our online actions Computing – Online safety (Spring 2): We are protecting our online reputation</p> <p>Social: Collaboration</p> <ul style="list-style-type: none"> Relate to other people's opinions, qualities and skills, and work towards consensus. <p>PSHE (Autumn 1): Respectful relationships</p> <p>Social: Good citizenship</p> <ul style="list-style-type: none"> Adjust their own behaviours to lessen their negative impact in the community (e.g. use of plastic). <p>Geography (Autumn 2): Natural Elements - Carbon Footprint Pupil Parliament – Eco group</p> <p>Social: Accepting advice</p> <ul style="list-style-type: none"> Start to be able to explain about skill-levels and authority of advice-givers. <p>PSHE (Spring 2): Online content Computing (Spring 1): We are content evaluators</p> <p>Social: Challenging others</p> <ul style="list-style-type: none"> Challenge others' values and opinions sensitively and show an awareness of when it might not 	<p>History (Spring 1): A local history study British Values (Spring 1)</p> <p>Cultural: World view</p> <ul style="list-style-type: none"> Start to understand how the 'emerging world culture of shared experiences' (e.g. through TV and internet) is changing communities around the world. <p>PSHE (Autumn 1): Diverse Communities Computing (Spring 2): We are bloggers</p> <p>Cultural: Art & music</p> <ul style="list-style-type: none"> Show sensitivity towards other people's views and opinions about artistic, musical, sporting and other cultural experiences. <p>History (Summer 1): Discovery - Mayan Civilisation. Geography (Summer 2): Culture - Americas RE (Summer 1): Gospel – What would Jesus do? PE (Autumn 2): Dance - Bollywood Music: throughout all units</p> <p>Cultural: Disability, Gender, Sexual Orientation</p> <ul style="list-style-type: none"> Challenge the behaviour of individuals and some groups if it
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	<ul style="list-style-type: none"> Be reflective about their own beliefs/values and ideas, religious or otherwise, explaining how they inform their perspective on life. <p>PSHE (Autumn 1): Diverse Communities RE (Summer 2): Why do some people believe in God and some people not?</p> <p>Spiritual: Insight vs knowledge</p> <ul style="list-style-type: none"> Show an interest in other people's insights. <p>PSHE (Autumn 1): Diverse Communities RE (Summer 2): Why do some people believe in God and some people not?</p> <p>Spiritual: Respecting Others</p> <ul style="list-style-type: none"> Demonstrate good manners and sensitively deal with others' lack of manners. <p>Unicef – The Rights of the Child Class charter</p> <p>Spiritual: Perseverance</p> <ul style="list-style-type: none"> Persist in tackling challenges and start to help others do so in sensitive ways. <p>Daily: Visible learning Critique (throughout English - Austin's Butterfly) Carnyorth residential 2022</p>		<p>be necessary or appropriate to do so.</p> <p>PSHE (Autumn 1): Diverse Communities RE (Summer 2): Why do some people believe in God and some people not?</p> <p>Social: Respect for the environment</p> <ul style="list-style-type: none"> Appreciate individuals' rights and responsibilities in a wider social setting. <p>PSHE (Autumn 1): Diverse Communities PSHE (Autumn 1): Respectful relationships UNICEF – The Rights of the child Class Charter</p>	<p>might negatively impact on minorities.</p> <p>PSHE (Autumn 1): Diverse Communities PSHE (Autumn 1): Respectful relationships Computing – Online Safety (Autumn 2): We are responsible for our online actions</p> <p>Cultural: British values</p> <ul style="list-style-type: none"> Express opinions about the way society is organised at a variety of levels. <p>Collective worship: see assembly overview History (Autumn 1): Rebellion and Invasion - The Vikings Geography (Summer 2): Culture - The Americas PSHE (Autumn 1): Diverse Communities</p> <ul style="list-style-type: none"> Explain how British history and geography has shaped our parliamentary system and our fundamental values. <p>Collective worship: see assembly overview. British Values (Spring 1) Pupil Parliament History (Autumn 1): Rebellion and Invasion - The Vikings</p>
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	<p>Spiritual: Challenge</p> <ul style="list-style-type: none"> Start to challenge things that might 'constrain the human spirit' e.g. low aspirations, lack of self-confidence. <p>PSHE (Summer 1): Managing Challenges PSHE (Summer 2): Exploring risk Spring 2 2022 Y5 / Y6 careers open day Y5 / Y6 Launceston College open day</p>			
Metacognition				
Year 6				
SMSC	Spiritual	Moral	Social	Cultural
Knowledge and Skills	<p>Spiritual: Emotional Literacy</p> <ul style="list-style-type: none"> Recognise the impact of their and others' feelings and modify behaviour where appropriate. <p>Behaviour policy, Class Charters (linked to UNICEF rights of the child) PSHE (Autumn 1): Healthy and unhealthy relationships PSHE (Spring 2): Share Aware – Alex (online friendships and keeping safe) PSHE (Summer 1): Social media PSHE (Summer 1): Feelings and common anxieties when changing schools Daily/weekly reflection Pupil Parliament</p>	<p>Moral: Right and Wrong</p> <ul style="list-style-type: none"> Make reasoned judgments on moral dilemmas in and out of context and reassess their own values in the light of this. <p>Behaviour policy, Class Charters (linked to UNICEF rights of the child) PSHE (Autumn 1): Healthy and unhealthy relationships PSHE (Spring 2): Share Aware – Alex (online friendships and keeping safe) PSHE (Summer 1): Social media Daily/weekly reflection Pupil Parliament</p>	<p>Social: Social skills</p> <ul style="list-style-type: none"> Show an interest in, and explain, how diverse communities and societies function. <p>PSHE (Autumn 1): Different types of families History (Summer 1): Post War – decades Pupil Parliament</p> <p>Social: Collaboration</p> <ul style="list-style-type: none"> Relate to others and work towards consensus by adapting behaviour and speech (e.g. facilitating / 'uniting' interactions). 	<p>Cultural: Race, Ethnicity, Faith and Socio-economic background</p> <ul style="list-style-type: none"> Explain how cultural influences shape people's heritage, both in context and in the abstract. <p>PSHE (Autumn 1): Different types of families RE (Autumn 1 and 2): Why do Hindus want to be good? History (Autumn 1); Rebellion and Invasion – World War 2 History (Summer 1): Post War – decades UNICEF – Rights of the Child Class Charter Pupil Parliament</p>

	<p>Computing – Online Safety (Autumn 2): We will not share inappropriate images Computing – Online Safety (Spring 1): We are safe social networkers</p> <p>Spiritual: Enjoyment</p> <ul style="list-style-type: none"> Explain how their own enjoyment might affect that of others. <p>Daily/weekly reflection PSHE (Spring 1): Gambling Science (Summer 2): Animals including humans</p> <p>Spiritual: Creativity</p> <ul style="list-style-type: none"> Explain how creative/imaginative experiences inform their learning and their perspective on life. <p>DT (Spring 2): Design and Technical knowledge – Computing to program Computing (Summer 1): We are advertisers Art (Summer 1): Printing Music (Summer 2): Reflect, rewind and replay RE (Spring 1): Creation/Fall – Conflict or complimentary?</p> <p>Spiritual: Reflectiveness</p> <ul style="list-style-type: none"> Reflect on their own and others' experiences and learning and 	<p>Computing – Online Safety (Autumn 2): We will not share inappropriate images Computing – Online Safety (Spring 1): We are safe social networkers</p> <ul style="list-style-type: none"> Confidently act according to their own principles in areas that are considered right by some and wrong by others. <p>Behaviour policy, Class Charters (linked to UNICEF rights of the child) PSHE (Autumn 1): Healthy and unhealthy relationships PSHE (Autumn 2): Keeping your body safe PSHE (Spring 1): Spending decisions PSHE (Spring 1): Gambling PSHE (Spring 2): Share Aware – Alex (online friendships and keeping safe) PSHE (Summer 1): Social media Daily/weekly reflection Pupil Parliament Computing – Online Safety (Autumn 2): We will not share inappropriate images Computing – Online Safety (Spring 1): We are safe social networkers History (Autumn 1): Rebellion and Invasion – World War 2 RE (Autumn 1 and 2): Why do Hindus want to be good? RE (Summer 2): Does faith help people in Cornwall when life gets hard? British Values (Spring 1)</p>	<p>Behaviour policy, Class Charters (linked to UNICEF rights of the child) English (Spring 2): Balanced arguments Geography (Summer 2): Locational knowledge and geographical skills and fieldwork – London (Houses of Parliament) British Values (Spring 1)</p> <p>Social: Good citizenship</p> <ul style="list-style-type: none"> Reflect on their own contribution to society 'and to the world of work'. <p>Spring 2 2022 Y5 / Y6 careers open day Y5 / Y6 Launceston College open day Pupil Parliament British Values (Spring 1) PSHE (Spring 1): Spending decisions RE (Summer 2): Does faith help people in Cornwall when life gets hard?</p> <p>Social: Accepting advice</p> <ul style="list-style-type: none"> Distinguish where it is appropriate to ask advice and when it might not be; understand the personal qualities of advice-givers. <p>Behaviour policy, Class Charters (linked to UNICEF rights of the child) PSHE (Autumn 1): Healthy and unhealthy relationships</p>	<p>British Values (Spring 1)</p> <p>Cultural: World view</p> <ul style="list-style-type: none"> Explain how the 'emerging world culture of shared experiences' (eg through TV and internet) is changing world communities. <p>Unicef – The Rights of the Child Class charter Pupil Parliament Computing (Summer 1): We are advertisers History (Summer 1): Post War - Decades</p> <p>Cultural: Art & music</p> <ul style="list-style-type: none"> N/A <p>Cultural: Disability, Gender, Sexual Orientation</p> <ul style="list-style-type: none"> Sensitively challenge individuals or groups whose behaviour might have a negative impact on minorities, but recognise that it might not be appropriate for them to speak 'for' someone else. <p>PSHE (Autumn 1): Different types of family UNICEF – Rights of the Child Diversity throughout subjects, e.g. Art/PE</p> <p>Cultural: British values</p>
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	<p><i>suggest reasons for the differences.</i></p> <p>Daily/weekly reflection Daily: Visible Learning PSHE (Autumn 1): Different types of families RE (Autumn 1 and 2): Why do Hindus want to be good? RE (Summer 2): Does faith help people in Cornwall when life gets hard?</p> <p>Spiritual: Beliefs and Values</p> <ul style="list-style-type: none"> Be reflective about their own beliefs/values and ideas, and those of others, explaining how they inform perspectives. <p>Daily/weekly reflection PSHE (Autumn 1): Different types of families RE (Autumn 1 and 2): Why do Hindus want to be good? RE (Summer 2): Does faith help people in Cornwall when life gets hard? British Values (Spring 1)</p> <p>Spiritual: Insight vs knowledge</p> <ul style="list-style-type: none"> Explain the difference between knowledge and insights. <p>Daily/weekly reflection RE (Autumn 1 and 2): Why do Hindus want to be good?</p>	<p>Moral: Consequences</p> <ul style="list-style-type: none"> Lead a considerate style of life and explain what this means. <p>Behaviour policy, Class Charters (linked to UNICEF rights of the child) PSHE (Autumn 1): Healthy and unhealthy relationships PSHE (Autumn 2): Keeping your body safe PSHE (Spring 1): Spending decisions PSHE (Spring 1): Gambling PSHE (Spring 2): Share Aware – Alex (online friendships and keeping safe) PSHE (Summer 1): Social media Daily/weekly reflection Pupil Parliament Computing – Online Safety (Autumn 2): We will not share inappropriate images Computing – Online Safety (Spring 1): We are safe social networkers British Values (Spring 1) Science (Summer 2): Animals including humans</p> <p>Moral: Respecting others</p> <ul style="list-style-type: none"> Sensitively cope with and compensate for other people's lack of respect. <p>Behaviour policy, Class Charters (linked to UNICEF rights of the child) PSHE (Autumn 1): Healthy and unhealthy relationships</p>	<p>PSHE (Autumn 2): Keeping your body safe PSHE (Spring 1): Spending decisions PSHE (Spring 1): Gambling PSHE (Spring 2): Share Aware – Alex (online friendships and keeping safe) PSHE (Summer 1): Social media Daily/weekly reflection Pupil Parliament Computing – Online Safety (Autumn 2): We will not share inappropriate images Computing – Online Safety (Spring 1): We are safe social networkers</p> <p>Social: Challenging others</p> <ul style="list-style-type: none"> N/A <p>Social: Respect for the environment</p> <ul style="list-style-type: none"> Explain how rights and responsibilities might differ from one cultural context to another. <p>PSHE (Autumn 1): Different types of families UNICEF – Rights of the Child. Class Charter</p>	<ul style="list-style-type: none"> Reflect on their own and others' opinions about the way society is organised at a variety of levels. <p>Behaviour policy, Class Charters (linked to UNICEF rights of the child) English (Spring 2): Balanced arguments Geography (Summer 2): Locational knowledge and geographical skills and fieldwork – London (Houses of Parliament) British Values (Spring 1) Collective worship: see assembly overview</p> <ul style="list-style-type: none"> Show sensitivity in explaining the range of influences that have come together to shape Britain's parliamentary system and its fundamental values. <p>Behaviour policy, Class Charters (linked to UNICEF rights of the child) English (Spring 2): Balanced arguments Geography (Summer 2): Locational knowledge and geographical skills and fieldwork – London (Houses of Parliament) British Values (Spring 1)</p>
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	<p>RE (Spring 1): Creation/Fall – Creation and Science (conflict or complimentary?) RE (Summer 2): Does faith help people in Cornwall when life gets hard?</p> <p>Spiritual: Respecting Others</p> <ul style="list-style-type: none"> Start managing other people's insensitivity in appropriate and courteous ways. <p>Behaviour policy, Class Charters (linked to UNICEF rights of the child) PSHE (Autumn 1): Healthy and unhealthy relationships PSHE (Spring 2): Share Aware – Alex (online friendships and keeping safe) PSHE (Summer 1): Social media PSHE (Summer 1): Feelings and common anxieties when changing schools Daily/weekly reflection Computing – Online Safety (Autumn 2): We will not share inappropriate images Computing – Online Safety (Spring 1): We are safe social networkers</p> <p>Spiritual: Perseverance</p> <ul style="list-style-type: none"> Demonstrate persistence and help others do so in a sensitive way. <p>Daily: Visible learning</p>	<p>PSHE (Autumn 2): Keeping your body safe PSHE (Spring 1): Spending decisions PSHE (Spring 1): Gambling PSHE (Spring 2): Share Aware – Alex (online friendships and keeping safe) PSHE (Summer 1): Social media Daily/weekly reflection Pupil Parliament Computing – Online Safety (Autumn 2): We will not share inappropriate images Computing – Online Safety (Spring 1): We are safe social networkers RE (Autumn 1 and 2): Why do Hindus want to be good? RE (Summer 2): Does faith help people in Cornwall when life gets hard? British Values (Spring 1)</p>		
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	<p>Critique (throughout English - Austin's Butterfly)</p> <p>Spiritual: Challenge</p> <ul style="list-style-type: none"> Sensitively challenge things that might 'constrain the human spirit'. <p>History (Autumn 1): Rebellion and Invasion – World War 2</p> <p>RE (Autumn 1 and 2): Why do Hindus want to be good?</p> <p>RE (Spring 1): Creation/Fall – Creation and Science (conflict or complimentary?)</p> <p>RE (Summer 2): Does faith help people in Cornwall when life gets hard?</p> <p>Spring 2 2022 Y5 / Y6 careers open day</p> <p>Y5 / Y6 Launceston College open day</p>			
Metacognition				