Year A Cognition and Learning

KS1

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|  | Speaking and listening | SMSC | British Values |
| Term 1  Famous for More than five minutes | - To participate in tapping and chanting to encourage an awareness of the predictable pattern and structure of the text  - Activities to encourage sound production of key words associated with the text  - Anticipation of key words associated with the text  - Drama or role-play activities associated with the text  - Listening to rhyme presented in other forms e.g. tape, song  - Responding to and using signs when retelling rhymes  - ELKLAN embedded in cross curricular activities | **PSHE and Citizenship -**Be Friendly, be wise - We’re all stars  **RE** Who am I?  Who are you? | **Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith** |
| Term 2  Carnival of the animals | - Games to encourage phonic awareness  - Listening to story presented in other forms e.g. tape, song  - Activities to encourage the anticipation, excitement and feelings  - ELKLAN embedded in cross curricular activities | **PSHE and Citizenship** Living long, living strong  Daring to be different  **RE** Who is God? | **Individual liberty** |
| Term 3  We Are Britain | - Recognizing familiar sensory experiences.  - Retell stories using key words  - To consolidate descriptive vocabulary  - Drama or role-play activities to consolidate key elements of the story  - Activities to encourage turn taking and anticipation  - Prepare, anticipate and discuss visits  - ELKLAN embedded in cross curricular activities | **PSHE and Citizenship** Dear Diary  Joining in joining up  Democracy  **RE** Rules and issues | **Democracy** |

KS2

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|  | Speaking and listening | SMSC | British Values |
| Term 1  **Invaders and Settlers: Anglo Saxons** | - Convey simple meaning to a range of listeners, using signs symbols and/or verbal media  - Anticipate key words associated with a text, e.g. insert the last word of a poem  - Take varied roles in groups and contribute to situations with different demands  - Activities to encourage turn taking and anticipation  - Responding to and using signs when retelling experiences.  - ELKLAN embedded in cross curricular activities | **PSHE and Citizenship** We’re all stars  Be wise, be friendly  **RE** Who is Jesus?  Followers of Jesus  **Classroom Rules & Responsibilities**  Social Skills Activities for Special Children – Darlene Mannix | **The rule of law**  **Classroom Rules & Responsibilities**  Social Skills Activities for Special Children – Darlene Mannix |
| Term 2  **Earth Matters** | - Convey simple meaning to a range of listeners, using signs, symbols and/or verbal media  - Anticipate formal elements when retelling stories, e.g. ‘Once upon a time…’  - Take varied roles in groups and contribute to situations with different demands  - Activities to encourage turn taking and anticipation  - ELKLAN embedded in cross curricular activities  - Responding to and using signs when retelling experiences. | **PSHE and Citizenship** Living wise living Strong  Daring to be different  **RE** Stages of Life  **Conversation Skills**  Social Skills Training – Jed E. Baker | **Individual liberty**  **PSHE and Citizenship** Living wise living Strong  Daring to be different |
| Term 3  **Modern Europe** | - Convey simple meaning to a range of listeners, using signs, symbols and/or verbal media  - To develop phonic awareness and listening skills through word play  - To use facial expression and intonation to enhance meanings  - Activities to encourage turn taking and anticipation  - ELKLAN embedded in cross curricular activities  - Responding to and using signs when retelling experiences. | **PSHE and Citizenship**  Dear Diary  Joining in, joining up  Democracy  **RE** Judaism | **Democracy**  **PSHE and Citizenship**  Joining in, joining up  Democracy |

KS3

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|  | Speaking and listening | SMSC | British Values |
| Term 1  Morals | - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.  - Use vocabulary for clarity, purpose and effect.  - ELKLAN embedded in cross curricular activities | **PSHE and Citizenship**  3.5a. My changing body  3.2d. Helping others  3.4c. Respecting others  **RE** 7.3 What does the story of the Good Samaritan teach us?  7.5 What can religious stories teach us about good and evil?  **Everyday Etiquette** | **Individual liberty**  **Topic-** Morals |
| Term 2  World | - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.  - Use vocabulary for clarity, purpose and effect.  - ELKLAN embedded in cross curricular activities | **PSHE and Citizenship**  3.5b. Awareness and coping  3.1b. Risk assessment  3.1c. Media and advertising  **RE** 7.4 How do Muslims live their life through the Qur’an?  9.2 How is the Hindu faith expressed? | **Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith**  **RE** 7.4 How do Muslims live their life through the Qur’an?  9.2 How is the Hindu faith expressed? |
| Term 3  Environment | - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.  - Use vocabulary for clarity, purpose and effect.  - ELKLAN embedded in cross curricular activities | **PSHE and Citizenship** 3.1e. Money and environment  3.4d. Lifestyles  3.3b. Leisure awareness  **RE** 8.2 What happens when we die?  9.4 How do people show faith through the arts?  **Understanding the Social Situation** | **Individual liberty** |

KS4

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|  | Speaking and listening | SMSC | British Values |
| Term 1 | - Listening and responding  - Listening to instructions  - Carrying out key instructions  - Giving own point of view and respond appropriately to others’ point of view  - Communicating with familiar people.  - Communicating with unfamiliar people  - Communicating with people using ICT  - ELKLAN embedded in cross curricular activities | **PSHE/ Citizenship**  4.3c Personal hygiene  4.1a Identity and confidence  4.5a Bodily needs  **R.E**  What is it like to be part of a religious community in the world today? | **Democracy**  **PSHE/ Citizenship** 4.1b Democracy and human rights |
| Term 2 | - Learning about and experiencing speaking, using signs, symbols or objects.  - Taking part in a group discussion, clearly contributing opinions  - Making relevant contributions allowing for and responding to others’ input  - Listen and respond appropriately to spoken language, including to questions and feedback on presentations.  -Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.  - ELKLAN embedded in cross curricular activities | **PSHE/ Citizenship**  4.1e Diversity/ cooperation  4.3f Exercise  4.5b Teenage pregnancy  **R.E**  Can we be reflective? What is spirituality? | **Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.** |
| Term 3 | - Learning about and experiencing conversation  - Communicating about routine and everyday events.  - Communicating about special events at home or school.  - Communicating about a project or topic  - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences  - Demonstrate presentation skills.  - ELKLAN embedded in cross curricular activities | **PSHE/ Citizenship**  4.1c Community /volunteering  4.3a Safe relationships /lifestyles  4.5c Sexual health  **R.E**  What are the different religious beliefs about food? | **The rule of law**  **PSHE/ Citizenship** The legal system/rule of law |

KS5

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|  | Speaking and listening | SMSC | British Values |
| Term 1 | - Listening to instructions Carrying out key instructions  - Giving own point of view and respond appropriately to others’ point of view  - ELKLAN embedded in cross curricular activities | **PSHE/ Citizenship**  Rights and responsibilities  **Social skills**- teamwork | **Individual liberty** Culture & diversity - The U.K.; culture, values and traditions. |
| Term 2 | - Taking part in a group discussion, clearly contributing opinions  - ELKLAN embedded in cross curricular activities | **PSHE/ Citizenship**  **world cultures:** Japan  Skills for independent travel  Personal hygiene | **Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith** |
| Term 3 | - ELKLAN embedded in cross curricular activities | **Culture & diversity** -changing cultures: fashion  **Independent living skills:** shopping | **The rule of law** |

Year B Cognition and Learning

KS1

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|  | Speaking and listening | SMSC | British Values |
| Term 1  **The Great Fire of London** | - Activities to encourage sound production of key words associated with the text  - Retell stories using key words  - Games to encourage phonic awareness  - To extend descriptive vocabulary  - Drama or role-play activities to re-enact key elements of the story  - Listening to story presented in other forms e.g. tape, song  - ELKLAN embedded in cross curricular activities  - Discussion of different environments | **PSHE and Citizenship** Say no, Personal Safety  Who likes chocolate?  Fire safety  **RE** Celebrations | **The rule of law** |
| Term 2  **Oceans and Sea** | - Demonstrate an interest in unfamiliar sensory experiences  - Retell stories using key words  - To extend descriptive vocabulary  - Drama or role-play activities to re-enact key elements of the story  - Activities to encourage turn taking and anticipation  - ELKLAN embedded in cross curricular activities  - Discussion of different environments | **PSHE and Citizenship** It’s our world, Growing up  **RE** The bible, the parables, Easter | **Democracy** |
| Term 3  **Our School and Local area** | - Activities to encourage sound production of key words associated with the text  - Anticipation of key words associated with the text, developing prepositions.  - Drama or role-play activities to re-enact key elements of the story  - Listening to story presented in other forms  - ELKLAN embedded in cross curricular activities  - Activities to encourage the anticipation, excitement and feelings  - Discussion of different environments | **PSHE and Citizenship** Money matters, People around us  **RE** The Church | **Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith** |

KS2

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|  | Speaking and listening | SMSC | British Values |
| Term 1  **Benin Africa** | - To begin to understand cultural issues raised in the text  - To continue to explore the use of historical language  - To develop alphabetic and phonic knowledge  - ELKLAN embedded in cross curricular activities - Responding to and incorporating signs/symbols when exploring ideas. | **PSHE and Citizenship** Say no, Personal safety  Who likes chocolate?  Fire safety  **RE** Rosh Hashanah  Yom Kippur  Christmas  **Understanding the Teachers Role**  Social Skills Activities for Special Children – Darlene Mannix | **Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith**  **Topic-** Benin Africa  **RE** Rosh Hashanah  Yom Kippur  Christmas |
| Term 2  **Rainforests** | - To listen to simple instructions  - To begin to develop styles of language connected with giving instructions  - ELKLAN embedded in cross curricular activities  - Responding to and incorporating signs/symbols when exploring ideas. | **PSHE and Citizenship**  It’s our world  Growing up  **RE** Christian Love | **The rule of law**  **PSHE and Citizenship**  It’s our world  Growing up |
| Term 3  **Stone Age to Iron Age** | - To listen to legends and fables  - To begin to understand moral issues raised in the text  - To begin to explore use of historical language  - ELKLAN embedded in cross curricular activities - Responding to and incorporating signs/symbols when exploring ideas  - To encourage use of sentences by modelling | **PSHE and Citizenship** Money Matters  People around us  **RE** Hinduism  **Cooperative Play Skills**  Social Skills Training – Jed E. Baker | **Individual liberty**  **PSHE and Citizenship**  People around us |

KS3

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|  | Speaking and listening | SMSC | British Values |
| Term 1  Relationships | - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.  - Listen and respond appropriately to spoken language, including to questions and feedback on presentations.  - ELKLAN embedded in cross curricular activities | **PSHE and Citizenship** 3.5c. Being myself  3.4a. Changing relationships  3.4f. Making compromises, goodwill and conflict resolution  **RE** 8.1 How can we be different but live together?  7.6 What can a Humanist teach us?  **Learning and Working with Others** | **Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith** |
| Term 2  Responsibilities | - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences  - Demonstrate presentation skills  - ELKLAN embedded in cross curricular activities | **PSHE and Citizenship** 3.5d. Community belonging  3.2e. Looking after our school  3.2f. Newspaper  **RE** 8.3 How and why do organisations like the Salvation Army help others?  7.2 How do Christian Aid and Muslim Aid help others? | **The rule of law** |
| Term 3  Health | - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.  - ELKLAN embedded in cross curricular activities | **PSHE and Citizenship** 3.3d. Medicine and medication  3.3e. Personal hygiene  3.3f. Exercise is fun  **RE** 8.6 What effect does religion have on some people’ lives?  9.6 What can the Baha’i faith teach us?  **Getting along with others at Home** | **Democracy** |

KS4

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|  | Speaking and listening | SMSC | British Values |
| Term 1 | - Listening and responding  - Learning about and experiencing that meaning can be conveyed by marks, symbols, signs or words.  - Buying an item successfully through clear communication and carefully reading  - Asking questions to obtain key information  - Using appropriate language in formal discussion and exchanges  - ELKLAN embedded in cross curricular activities | **PSHE / Citizenship**  4.1d Human rights 4.4e Feelings and relationships  4.3e healthy eating  **R.E**  Can we compare how different faiths worship?  **European cultures** - language | **Democracy**  4.2c Governance and voting |
| Term 2 | - Learning about and experiencing speaking, using signs, symbols or objects.  - Responding to reading  - Communicating, using marks, symbols, signs or words  - Ask for information  - Listen to explanations  - Follow the main points of discussions  - ELKLAN embedded in cross curricular activities | **PSHE / Citizenship**  4.2b Banking  4.4d Diversity  4.5d Relationships /break ups  4.5e Pregnancy and birth  **R.E**  How do communities celebrate growing up?  **European cultures** - lifestyles | **Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.** |
| Term 3 | - Learning about and experiencing conversation  - Participate in and understand the main points of simple discussions/exchanges about familiar topics with another person in a familiar situation  - Respond appropriately to others and make some extended contributions in familiar formal and informal discussions and exchanges  - ELKLAN embedded in cross curricular activities | **PSHE / Citizenship**  4.4f crisis 4.3d drug awareness 4.4b Future planning 4.5f sexuality  **R.E**  Why do people suffer?  **European cultures** - wider cultures | **Individual liberty** |

KS5

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|  | Speaking and listening | SMSC | British Values |
| Term 1 | - Buying an item successfully through clear communication and carefully reading  - Asking questions to obtain key information  - Using appropriate language in formal discussion and exchanges  - ELKLAN embedded in cross curricular activities | **Social skills**- teamwork  Rights and responsibilities | **Individual liberty**  **Culture & diversity** - The U.K.; culture, values and traditions. |
| Term 2 | - Ask for information  - Listen to explanations  - Follow the main points of discussions  - ELKLAN embedded in cross curricular activities | Skills for independent travel  **Culture & diversity** - world cultures: Japan  Personal hygiene  Decision making | **Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith** |
| Term 3 | - Participate in and understand the main points of simple discussions/exchanges about familiar topics with another person in a familiar situation  - ELKLAN embedded in cross curricular activities | Communication skills  **Culture & diversity** -changing cultures: fashion  **Independent living skills:** shopping | **The rule of law** |

Year C Cognition and Learning

KS2

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|  | Speaking and listening | SMSC | British Values |
| Term 1  **Invaders and Settlers: Vikings** | - Convey simple meaning to a range of listeners, using signs, symbols and/or verbal media  - To use facial expression and intonation to enhance meanings  - Activities to encourage turn taking and anticipation  - Asking and responding to questions about themselves  - ELKLAN embedded in cross curricular activities  - Responding to and using signs when retelling experiences. | **PSHE and Citizenship** We’re all stars  Be wise, be friendly  **RE** Harvest  Diwali  **Self-Regulation**  Social Skills Training – Jed E. Baker | **Individual liberty** |
| Term 2  **Comparing People and Places** | - Use role-play to explore a variety of ways of communication.  - To develop phonic awareness and listening skills through word play  - To use facial expression and intonation to enhance meanings  - Activities to encourage imaginative play  - Cross curricular activities  - Responding to and using signs when exploring ideas.  - ELKLAN embedded in cross curricular activities | **PSHE and Citizenship** Living wise living Strong  Daring to be different  **RE** Pesach  Easter | **Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith**  **Topic -** Comparing People and Places |
| Term 3  **Fossils and Dinosaurs**  **Ancient Egypt** | - Use role-play to explore a variety of ways of communication.  - To develop alphabetic and phonic knowledge  - Activities to encourage imaginative play  - Responding to and using signs when exploring ideas.  - ELKLAN embedded in cross curricular activities | **PSHE and Citizenship**  Dear Diary  Joining in, joining up  Democracy  **RE** The Holy Spirit  The Church Worldwide  **Friendship Management**  Social Skills Training – Jed E. Baker | **Democracy**  **PSHE and Citizenship**  Joining in, joining up  Democracy |

KS3

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|  | Speaking and listening | SMSC | British Values |
| Term 1  Rights | - Demonstrate presentation skills.  - Listen and respond appropriately to spoken language, including to questions and feedback on presentations.  - ELKLAN embedded in cross curricular activities | **PSHE and Citizenship** 3.5e Personal sensitivity  3.4e Peer pressure  3.1f Feelings  -Chn to look at parliament, who votes and the process of elections  **RE** 9.5 Does having a religion help people to be peaceful?  8.5 Why is the gurdwara important to Sikhs?  **Keeping Friends** | **The rule of law**  **PSHE and Citizenship**  3.4e Peer pressure |
| Term 2  Country | - ELKLAN embedded in cross curricular activities | **PSHE and Citizenship** 3.5f Human development  3.1d Communities and culture  3.2c Groups I belong to  -Chn to look at parliament, who votes and the process of elections  **RE**  7.1 What do signs and symbols mean?  9.1 What did Jesus teach us about forgiveness? | **Democracy**  **PSHE and Citizenship** 3.5f Human development  3.1d Communities and culture  -Chn to look at parliament, who votes and the process of elections  **Topic-** Country |
| Term 3  Future | - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.  - ELKLAN embedded in cross curricular activities | **PSHE and Citizenship**  3.2a. Everyday choices  3.2b. Groups I belong to  3.4b Self-evaluation  -Chn to look at parliament, who votes and the process of elections  **RE** 8.4 What happens when we die?  9.3 Origins – where do we come from?  **Positive Personal Attributes** | **Individual liberty**  **PSHE and Citizenship**  3.2a. Everyday choices |

Year D Cognition and Learning

KS2

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|  | Speaking and listening | SMSC | British Values |
| Term 1  **The Romans** | - To begin to express ideas about characters in the text  - To begin to explore the range of styles of language used  - ELKLAN embedded in cross curricular activities  - Responding to and incorporating signs/symbols when exploring ideas  - To encourage use of sentences by modelling | **PSHE and Citizenship**  Say no, Personal safety  Who likes chocolate?  Fire safety  **RE** Right and Wrong  **Empathy**  Social Skills Training – Jed E. Baker | **Individual liberty**  **RE** Right and Wrong |
| Term 2  **Mountains, Rivers and Coasts.** | - To begin to explore different genres  - To express different feelings and viewpoints  - ELKLAN embedded in cross curricular activities  - Responding to and incorporating signs/symbols when exploring ideas  - To encourage use of sentences by modelling | **PSHE and Citizenship**  It’s our world  Growing up  **RE** Forgiveness  **Social Relations including sexting**  Sex and Relationship Education 7-9 – Molly Potter | **The rule of law**  **PSHE and Citizenship**  It’s our world  Growing up  **Social Relations including sexting** |
| Term 3  **Sports Tournaments**  **Ancient Greece** | - To begin to explore common themes  - To begin to explore and use appropriate vocabulary for common themes  - ELKLAN embedded in cross curricular activities  - Responding to and incorporating signs/symbols when exploring ideas  - To encourage use of sentences by modelling | **PSHE and Citizenship**  Money Matters  People around us  **RE** A Hindu’s Journey of life  **Conflict Management**  Social Skills Training – Jed E. Baker | **Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith**  **RE** A Hindu’s Journey of life  **Topic** Ancient Greece |

Year A SEMH

KS1

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|  | Speaking and listening | SMSC | British Values |
| Term 1  Famous for More than five minutes | - To participate in tapping and chanting to encourage an awareness of the predictable pattern and structure of the text  - Activities to encourage sound production of key words associated with the text  - Anticipation of key words associated with the text  - Drama or role-play activities associated with the text  - Listening to rhyme presented in other forms e.g. tape, song  - Responding to and using signs when retelling rhymes  - ELKLAN embedded in cross curricular activities | **PSHE and Citizenship -**Be Friendly, be wise - We’re all stars  **RE** Who am I?  Who are you? | **Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith** |
| Term 2  Carnival of the animals | - Games to encourage phonic awareness  - Listening to story presented in other forms e.g. tape, song  - Activities to encourage the anticipation, excitement and feelings  - ELKLAN embedded in cross curricular activities | **PSHE and Citizenship** Living long, living strong  Daring to be different  **RE** Who is God? | **Individual liberty** |
| Term 3  We Are Britain | - Recognizing familiar sensory experiences.  - Retell stories using key words  - To consolidate descriptive vocabulary  - Drama or role-play activities to consolidate key elements of the story  - Activities to encourage turn taking and anticipation  - Prepare, anticipate and discuss visits  - ELKLAN embedded in cross curricular activities | **PSHE and Citizenship** Dear Diary  Joining in joining up  Democracy  **RE** Rules and issues | **Democracy** |

KS2

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|  | Speaking and listening | SMSC/ SRE | British Values |
| Term 1  Digging for Dinosaurs and Fossils | - listen and respond appropriately to adults and their peers  - ask relevant questions to extend their understanding and knowledge  - use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions  - give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings  - maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments  - use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas  - speak audibly and fluently with an increasing command of Standard English  - participate in discussions, performances, role play, improvisations and gain, maintain and monitor the interest of the listener(s)  - consider and evaluate different viewpoints, attending to and building on the contributions of others  - Select and use appropriate registers for effective communication. | **Self-Regulation**  Suggested ideas: children to visit local charity and consider how to deal with emotions. Children to go to a game match and self-regulation appropriate behaviour. | * **Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith** * **-PSHE** being a Good citizen |
| Term 2  The Ancient Groovy Greeks | - listen and respond appropriately to adults and their peers  - ask relevant questions to extend their understanding and knowledge  - give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings  - maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments  - use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas  - speak audibly and fluently with an increasing command of Standard English  - participate in discussions, performances, role play, improvisations and gain, maintain and monitor the interest of the listener(s)  - Select and use appropriate registers for effective communication.  - Attend to and build on the contributions of others | **Sex, Reproduction & Life Cycles** | **Democracy**  **PSHE** Democracy  **History** Learn about the development of democracy from its creation in Ancient Greece to systems used today |
| Term 3  WW2 | - listen and respond appropriately to adults and their peers  - maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments  - speak audibly and fluently with an increasing command of Standard English  - participate in performances  - gain, maintain and monitor the interest of the listener(s)  - select and use appropriate registers for effective communication. use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas | **Friendship Management**  Suggested ideas: Children to visit a park and engage in play. Children to complete an obstacle course where they need to support one and other.  To reflect on social, moral and cultural issues, using imagination to consider the experience of others | **Individual liberty**  **RE** **Race and Diversity**  Discrimination  Racism  Rose Parks  Martin Luther King  A multi-faith centre  **Justice**  It’s not fair!  Who can bring justice?  Forgiveness  Prayers for justice  Fair trade  Sheep and goats |

KS3

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|  | Speaking and listening | SMSC | British Values |
| Term 1 | - Improvise a scene  - Develop, through rehearsal and discussion, a personal response to lines from Shakespeare’s Twelfth Night.  - Explore different interpretations of the extract through performance.  -Enhance and perfect a final rehearsal of the extract.  - Respond to the Ignite interview, featuring Debbie Korley  -Explore the ideas and issues around deception and mistaken identity through discussion and improvisation | **PSHE** Relationships  **RE** Are women and men equal?  Discrimination and Acceptance  **Keeping Friends**  Suggested ideas: children to visit a park and role-play scenarios such as asking a peer to play a game.  **Diversity -** interdependence | **Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith**  **RE** Discrimination and Acceptance |
| Term 2 | - Consider and evaluate different jobs in TV.  - Respond to the Ignite interview featuring Will Gompertz.  - Understand the roles involved in TV news production and the skills required for these. Role-play an interview for the job of a TV news reporter.  - Understand the structure and features of a TV news bulletin.  - Understand some of the language and grammatical features used to convey information clearly and concisely in a TV news bulletin.  - Identify how language choices can indicate bias.  - Explore the impact of emotive language  - Use role-play to explore different techniques for communicating information in a TV news scenario.  - Make effective presentational choices to accompany a news script.  - Read a news script aloud, speaking clearly and fluently with appropriate pace, volume and action.  - Consider the techniques used to present information orally.  - Rehearse and present a script  - Make a sustained contribution to group discussion, listening carefully, asking relevant questions, exploring and developing their own ideas and those of other people.  - Engage in sustained group work to develop possible business ideas for a pitch.  - Respond to peer assessment of speaking and listening skills.  - Explore the use of verbal and non-verbal techniques to promote and sell a product.  - Analyse the use of verbal and non-verbal techniques in Levi Roots’ pitch for Dragons’ Den.  -Create a mini pitch for a marketplace using verbal and non-verbal techniques. | **PSHE** Crime and Society  **RE** What is authority?  **Diversity -** Racism, diversity inclusion | **The rule of law**  **PSHE** Crime and Society  **RE** What is authority? |
| Term 3 | - Reactivate prior knowledge by discussing different frightening things and why people enjoy being scared by horror stories.  - Respond to the Ignite Interview with horror writer Sarah Pinborough.  - Experiment with different techniques of conveying horror in a dramatic scene.  - Plan, present and evaluate a dramatized performance of the same scene.  - Give a presentation expressing a viewpoint.  - Write and perform a short monologue.  - Prepare a presentation about the selected poem | **PSHE** Healthy Lifestyles  **RE** What is belief – truth or myth?  **Positive Personal Attributes**  Suggested ideas: children to use mirrors to draw a self-portrait. Passed round to peers to all write something they like about their friend.  **Diversity -** Our regions neighbours | **Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith**  **Diversity -** Our regions neighbours  **RE** What is belief – truth or myth? |

KS4

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|  | Speaking and listening | SMSC | British Values |
| Term 1 | - Discussions and analysis on features of descriptive text and persuasive text  - Discussions and analysis on features of instructional and informative text  - Discuss and select appropriate purpose and format for written activity  - Pair and group discussions, analysis and review of text features and functions  - Present information and ideas in a logical sequence  - Self evaluation of speaking and listening strengths and targets for development  - Open and closed questioning techniques  - Non verbal communication techniques  - Informal group discussions practicing techniques  - Use new/technical vocabulary meaningfully in context  - Listen for, responding to and identifying key information when speaking | **RE**  Spirit Exploring what it means to live a spiritual life, looking at religious and non-religious perspectives.  **PSHE/ Citizenship**  - Developing your identity and image  - Managing your emotions and moods  - Changing relationships  - Coping with crises  -Rights and responsibilities  - Challenging offensive behaviour | **Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith**  - Thinking ahead – planning your future Britain – a diverse society Human rights |
| Term 2 | - Use intonation so that meaning is clearly understood  - Use appropriate vocabulary to describe skills and qualities highlight differences between descriptive and explanative language  - Use appropriate verb tenses - present simple in all its uses  - Explain why specific skills and qualities are needed  - Describe past experiences using range of past tenses appropriately and accurately  - Discuss qualities employers are looking for  - Listen to radio interview on job market, identify gist and specific information  - Discuss characteristics of job market  - Discuss and agree skills necessary for jobs  - Listen and respond appropriately to spoken language, including to questions and feedback on presentations.  - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.  - Demonstrate presentation skills. | **RE**  Creative RE  **-** A study of Christianity and Islam through the creative arts  - Music with meaning  - A Muslim architect: the story of Hassan Fathy  -Places of national religious significance: exploring what makes a spiritual place famous  - Poetry, creativity and learning about Easter Islamic art  **PSHE/ Citizenship**  - Healthy eating  - Safer sex and contraception  - Drinking and smoking  - Health matters | **The rule of law**  -The law of the land  - Crime and punishment  - It’s your government  - It’s your council  - Working for change |
| Term 3 | - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.  -Demonstrate presentation skills. | **Ethical RE**  - Prejudice  - Justice  - Environment  - The sanctity of life  - Conflict.  **PSHE/ Citizenship**  - Managing your money  - Financing businesses  - Enterprise challenge  - Reviewing and recording your learning | **Individual liberty** |

KS5

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|  | Speaking and listening | SMSC | British Values |
| Term 1 | - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.  -Demonstrate presentation skills. | **PSHE/ Citizenship**  Rights and responsibilities  **Social skills**- teamwork | **Individual liberty** Culture & diversity - The U.K.; culture, values and traditions. |
| Term 2 | - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.  -Demonstrate presentation skills. | **PSHE/ Citizenship**  **world cultures:** Japan  Skills for independent travel  Personal hygiene | **Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith** |
| Term 3 | - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.  -Demonstrate presentation skills. | **Culture & diversity** -changing cultures: fashion  **Independent living skills:** shopping | **The rule of law** |

Year B SEMH

KS1

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|  | Speaking and listening | SMSC | British Values |
| Term 1  **The Great Fire of London** | - Activities to encourage sound production of key words associated with the text  - Retell stories using key words  - Games to encourage phonic awareness  - To extend descriptive vocabulary  - Drama or role-play activities to re-enact key elements of the story  - Listening to story presented in other forms e.g. tape, song  - ELKLAN embedded in cross curricular activities  - Discussion of different environments | **PSHE and Citizenship** Say no, Personal Safety  Who likes chocolate?  Fire safety  **RE** Celebrations | **The rule of law** |
| Term 2  **Oceans and Sea** | - Demonstrate an interest in unfamiliar sensory experiences  - Retell stories using key words  - To extend descriptive vocabulary  - Drama or role-play activities to re-enact key elements of the story  - Activities to encourage turn taking and anticipation  - ELKLAN embedded in cross curricular activities  - Discussion of different environments | **PSHE and Citizenship** It’s our world, Growing up  **RE** The bible, the parables, Easter | **Democracy** |
| Term 3  **Our School and Local area** | - Activities to encourage sound production of key words associated with the text  - Anticipation of key words associated with the text, developing prepositions.  - Drama or role-play activities to re-enact key elements of the story  - Listening to story presented in other forms  - ELKLAN embedded in cross curricular activities  - Activities to encourage the anticipation, excitement and feelings  - Discussion of different environments | **PSHE and Citizenship** Money matters, People around us  **RE** The Church | **Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith** |

KS2

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|  | Speaking and listening | SMSC | British Values |
| Term 1  Vile Victorians | - listen and respond appropriately to adults and their peers  - ask relevant questions to extend their understanding and knowledge  - use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions  - give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings  - maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments  - use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas  - speak audibly and fluently with an increasing command of Standard English  - participate in discussions, performances, role play, improvisations and gain, maintain and monitor the interest of the listener(s)  - consider and evaluate different viewpoints, attending to and building on the contributions of others  - Select and use appropriate registers for effective communication. | **Empathy**  Suggested ideas: children to visit local charity to find out about the work that takes place.  **Name Calling**  **Life’s big questions**  Ultimate questions  Is there a God?  Communication  Stewardship  Rules for life – a Hindu story  Rules for life – a Buddhist story  **Belief**  What is belief?  Comparing beliefs  Christian beliefs  How do our beliefs change?  Sharing belief | **Individual liberty**  **Rights and Responsibilities**  - to express and justify a personal opinion orally and in writing on issues of personal and social concern.  - that there are different kinds of duties, responsibilities and rights at home, at school, and in the community, and that these can sometimes conflict with each other  - to recognise that actions have consequences for themselves and others, recognise others’ feelings and put themselves in someone else’s shoes;  - to consider the experiences and lives of other people living in other places/times and with different values and customs. |
| Term 2  Savage Stone Age | - listen and respond appropriately to adults and their peers  - ask relevant questions to extend their understanding and knowledge  - use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions  - give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings  - maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments  - use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas  - speak audibly and fluently with an increasing command of Standard English  - participate in discussions, performances, role play, improvisations and gain, maintain and monitor the interest of the listener(s)  - consider and evaluate different viewpoints, attending to and building on the contributions of others  - Select and use appropriate registers for effective communication. | **Social Relations including sexting**  **Racism**  **Christianity**  The Christmas story  The calling of Matthew  The two builders  A miracle  The Beatitudes  The Lord’s Prayer  The church  The parable of the talents  Metaphors  Easter  Reflecting of learning  **PSHE –** Feelings and Relationships | * **Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith** |
| Term 3  Modern Europe | - listen and respond appropriately to adults and their peers  -maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments  - speak audibly and fluently with an increasing command of Standard English  - participate in performances  - gain, maintain and monitor the interest of the listener(s)  - select and use appropriate registers for effective communication.  - use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas | **Conflict Management**  **Racism Attitudes.**  **Moral Maze**  Jonah’s dilemma  Actions and beliefs  Religious dress  Moral choices  Solving & dilemma  **What happens when we die?**  Questions and answers  Body and soul  Reincarnation  Judgement  The Christian funeral  The Adhan  A non-religious response | **The rule of law**  **PSHE -** Rules and Laws of England:  - why and how rules and laws are made and enforced, that different rules are needed in different contexts and how to participate in the creation and adaptation of rules;  - to understand the consequences of anti-social behaviour, including bullying, for individuals and communities;  - to participate in the resolution of differences by looking at alternatives, making decisions and justifying the choices made;  - to understand the concept of democracy and the basic institutions that support it at local level.  - school rules relating to health and safety issues.  - to recognise that actions have consequences for themselves and others, recognise others’ feelings and put themselves in someone else’s shoes;  - the consequences of racism, teasing, bullying and violent behaviour, to learn to respond appropriately to them and ask for help;  - about sources of help and support for individuals, families and groups. |

KS3

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|  | Speaking and listening | SMSC | British Values |
| Term 1 | - Discuss an issue and prepare a presentation to convey a viewpoint.  - Plan a persuasive presentation using rhetorical techniques  - Explore emotive language.  - Write a script for a scene in which a young person makes a stand.  - Use talk to explore complex issues.  - Role-play interviews and use them to inform a draft article  - Role-play the scene, drawing on predictions about the story  - Role-play and write the opening scene of a story based on the report.  - Use role-play and creative writing to explore setting and situation. | **PSHE** Citizenship and you  **RE** Good and Bad  Learning and Working with Others  Suggested ideas: children to visit an obstacle course to work together as a group (GoApe etc)  **Diversity** Racism, diversity and inclusion | **The rule of law**  **RE** Good and Bad |
| Term 2 | - Explain clearly their understanding of what is read to them on charities.  - Discuss what they have written with the teacher or other pupils  - Develop their understanding the concepts set out using speech  -Discuss what they have written with the teacher or other pupils on either an active or passive statement.  -Discuss and understand the main purpose of Oxfam  -Can discuss how a poster catches the attention of a reader.  -Consider some key points on education when listening to a video link  -To be involved in a group discussion on the use of colours.  -Can state own opinions of what makes a good website.  - Can explain the effectiveness of the presentation of a transformers and lego website.  -Say out loud thoughts on a specific image  - Discuss the purpose of Churchill’s key speech  - Can show an understanding of the use of pronouns in selected speeches. | **PSHE** Diversity and Values  **RE** Religion in the World  **Diversity** living in a diverse community | **Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith**  **RE** Religion in the World  **PSHE** Diversity and Values |
| Term 3 | - To listen to other people, ask relevant questions, express their viewpoint clearly.  -I can discuss and write down ideas and/or key words, including new vocabulary  - I can discuss issues with clear intonation and tone.  - I can discuss what I have written with the teacher and other pupils. | **PSHE** Environment  **RE** Religion and Science  Getting along with others at Home  Suggested ideas: children to take part in an afternoon tea and role-play home scenarios.  **Diversity** Name calling | **Individual liberty**  Getting along with others at Home  Suggested ideas: children to take part in an afternoon tea and role-play home scenarios.  **History** Technology, War and Independence  1901-Present |

KS4

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|  | Speaking and listening | SMSC | British Values |
| Term 1 | - Discussions and analysis on features of descriptive text and persuasive text  - Discussions and analysis on features of instructional and informative text  - Discuss and select appropriate purpose and format for written activity  - Pair and group discussions, analysis and review of text features and functions  - Present information and ideas in a logical sequence  - Self evaluation of speaking and listening strengths and targets for development  - Open and closed questioning techniques  - Non verbal communication techniques  - Informal group discussions practicing techniques  - Use new/technical vocabulary meaningfully in context  - Listen for, responding to and identifying key information when speaking | **RE- Tackling Tough Questions**  Why evil?  **PSHE / Citizenship**  - Developing your own values  -Managing your time and studies  - Marriage and commitment  - Parenthood and parenting  - Thinking ahead – planning your future  - Media matters  - Changing offensive behaviour | **The rule of law**  - Human rights  -Global challenges - poverty health and education |
| Term 2 | - Use intonation so that meaning is clearly understood  - Use appropriate vocabulary to describe skills and qualities highlight differences between descriptive and explanative language  - Use appropriate verb tenses - present simple in all its uses  - Explain why specific skills and qualities are needed  - Describe past experiences using range of past tenses appropriately and accurately  - Listen and respond appropriately to spoken language, including to questions and feedback on presentations.  - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.  - Demonstrate presentation skills. | **RE- Tackling Tough Questions**  Why suffering?  **PSHE / Citizenship**  - Managing stress and dealing with depression  - Safer sex  -Drugs and drug taking  - Emergency first aid  -Global challenges – mass weapons and terrorism  - Global challenges – environmental issues  -Working for change  -Cooperating on a community project | **Democracy**  -Working for change  -Cooperating on a community project  -The UK’s role in the world |
| Term 3 | - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.  -Demonstrate presentation skills. | **RE- Tackling Tough Questions**  Why death?  **PSHE / Citizenship**  - Managing your money  - The UK economy  -The global economy  -Reviewing and recording your work | **Individual liberty**  - Managing your money  - The UK economy |

KS5

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|  | Speaking and listening | SMSC | British Values |
| Term 1 | - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.  -Demonstrate presentation skills. | **Social skills**- teamwork  Maintaining health – eating and activity  Recognising feelings and managing emotions | **Individual liberty**  **Culture & diversity** - The U.K.; culture, values and traditions. |
| Term 2 | - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.  -Demonstrate presentation skills. | Skills for independent travel  Culture & diversity - world cultures: Nepal  Alcohol  Developing & maintaining positive relationships | **Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith** |
| Term 3 | - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.  -Demonstrate presentation skills. | Communication skills  **Culture & diversity** changing cultures: icons  **Independent living skills:** cookery, home care & maintenance  Contraception & STIs | **The rule of law** |

Year C SEMH

KS2

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|  | Speaking and listening | SMSC | British Values |
| Term 1 | - Listen and respond appropriately to adults and their peers  - Use relevant strategies to build their vocabulary  - Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings  - Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments  - Speak audibly and fluently with an increasing command of Standard English  - Participate in discussions, presentations, performances, role play, improvisations and debates  - Select and use appropriate registers for effective communication | **Humanism**  Humanist beliefs  The Golden Rule  The moral of the story  A friend in need  Welcoming a baby  Rules for life  **Buddhism**  Looking for answers  Four noble truths  Sacred scriptures  Guidelines for life  Devotion  Reflecting on learning  **Diversity -** My identity  **Classroom Rules & Responsibilities**  Suggested ideas: Write a set of rules  Visit a local stables and care for an animal. | **Individual liberty**  **PSHE – Choices**  - express and justify a personal opinion orally and in writing on issues of personal and social concern;  - recognise their worth as individuals by expressing positive things about themselves and their achievements, seeing their mistakes and setting personal goals;  - face new challenges positively through gathering information, seeking help, making choices and taking action.  - to participate in the resolution of differences by looking at alternatives, making decisions and justifying the choices made.  - about options for a healthy lifestyle, including the benefits of exercise and healthy eating, about the things that affect positive mental health, and about the need to make informed choices. |
| Term 2 | - Listen and respond appropriately to adults and their peers  - Use relevant strategies to build their vocabulary  - Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings  - Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments  - Speak audibly and fluently with an increasing command of Standard English  - Participate in discussions, presentations, performances, role play, improvisations and debates  - Select and use appropriate registers for effective communication | **Marriage**  Relationships  Love  Christian wedding  Jewish wedding  Arranged marriage  Sikh wedding  When relationships go wrong  **Poverty and wealth**  Bible teachings  Points of view  Money for charity  An honest wage  The cost of living  **Diversity -** My culture  **Conversation Skills**  Suggested ideas: Go to a café and order a drink  Visit the library and take out a book. | **Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith**  **PSHE -** Being a Good Citizen;  - talk and write about their opinions, and explain their views on issues that affect themselves and society;  - recognise that there are different kinds of duties, responsibilities and rights at home, at school and in the community, and that these can sometimes conflict with each other;  - reflect on social, moral and cultural issues, using imagination to consider the experience of others;  - participate in the resolution of differences by looking at alternatives, making decisions and justifying the choices made;  - understand the concept of democracy and the basic institutions that support it at local and national level. |
| Term 3 | - listen and respond appropriately  - participate in discussions  - maintain attention and participate actively in collaborative conversations  - speak audibly and fluently with an increasing command of Standard English  - participate in debates  - gain and maintain the interest of listeners  - consider and evaluate different viewpoints  - select and use appropriate registers | **Hinduism**  Aa supreme power  Trimurti  Scriptures  Gods and goddesses  Living things  Worship  Dharma and karma  Important times  Pilgrimages  Divali  Reflecting on learning  **Diversity** Making new friends  **Puberty & Development** | **Democracy**  **PSHE – Democracy**  - to express and justify a personal opinion orally and in writing on issues of personal and social concern;  - the range of jobs and work carried out by people they know.  - about topical issues and events, how to discuss and debate them and present the outcome;  - why and how rules and laws are made and enforced…and how to participate in the creation and adaptation of rules;  - to participate in the resolution of differences by looking at alternatives, making decisions and justifying the choices made;  - to understand the concept of democracy and the basic institutions that support it at local and national level;  - the role of voluntary, community bodies and pressure groups;  - to explore how the media and other sources present information.  - about sources of help and support for individuals, families and groups. |

KS3

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|  | Speaking and listening | SMSC | British Values |
| Term 1 | - Investigate how spoken language is represented in literary texts.  - Explore the language of specific social groups  - Explain the features that make up your own idiolect.  - Compare own idiolect with that of another student  - Track different levels of formality in language used throughout a day.  - Express a personal view about language change  - Use discussion to clarify views | **PSHE** Personal Finance  Drugs  **RE** **Rights and responsibilitie**s Use it or abuse it? What can we do? Is it ever right to fight? War and peace; say ‘No’ to war?  **Diversity** Racism Attitude  Everyday Etiquette  Suggested ideas: Children to visit somewhere in the wider community and use manners to buy an item or support residents. | **Individual liberty** |
| Term 2 | - Respond to the Ignite interview featuring Mick Conefrey.  - Discuss whether dangerous pursuits have any place in the modern world.  -Discuss the proposed inclusion of adventure sports in the P.E. curriculum  -Describe your own and then listen to a partner’s account of a travel experience and evaluate its descriptive qualities.  - Respond to the Ignite Interview, featuring Hugh Thomson.  -Respond to a humorous description of traffic in India by Geoff Dyer.  -Prepare and deliver an expressive voiceover for a film of the text extract.  -Present information persuasively for listeners in a speech.  -Retell a story from a different perspective, using voice and action to add impact  -Retell the story in the text extract, orally, from the Maasai perspective. | **PSHE** Government and Democracy  **RE** **What do people believe about God?** How do we know if God exists? What do people believe about life after death? Why is belief in life after death important? What makes humans different?  **Diversity** Our Interdependent Community | **Democracy**  **PSHE** Government and Democracy |
| Term 3 | - Share existing knowledge of science fiction in different media.  - Respond to the Ignite Interview, featuring Jaine Fenn.  - Prepare and present a viewpoint for debate.  - Perform a poem, using repetition and rhythm to full effect. | **PSHE** Careers and Economic Understanding  **RE** **What do people believe about God?** What is ‘the soul’?  The meaning of creation Beliefs about God and the meaning of life  What are human rights?  **Diversity** Celebration of diversity  Understanding the Social Situation  Suggested ideas: children to visit a library and comply with the rules in place. | **Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith**  **Diversity** Celebration of diversity |

Year D SEMH

KS2

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|  | Speaking and listening | SMSC | British Values |
| Term 1 | - listen and respond appropriately to adults and their peers  - ask relevant questions to extend their understanding and knowledge  - use relevant strategies to build their vocabulary  - articulate and justify answers, arguments and opinions  - give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments  - use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas  - speak audibly and fluently with an increasing command of Standard English  - participate in discussions, presentations, performances, role play, improvisations and debates  - gain, maintain and monitor the interest of the listener(s)  - consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication | **R.E Birth Ceremonies**  What does a baby need?  What is sin?  Christian baptism  Muslim birth ceremonies  Sikh birth ceremonies  Making comparisons  **War and suffering**  Why are there wars?  Why is there suffering?  Responses to suffering  Christmas Day truce  **Diversity** Similarities and differences  **Understanding the Teachers Role**  Suggested ideas: Role play in variety of situations. | **The rule of law**  **PSHE** Right and Wrong  - make informed choices;  - assume greater personal responsibility;  - develop a sense of right and wrong;  - recognise the importance of developing effective relationships with those around them;  - become more fully engaged in school and outside activities;  - learn about how the local community - functions and those who enable it to do so;  - know more about those who rule us and the institutions through which they do so. |
| Term 2 | - listen and respond appropriately to adults and their peers  - ask relevant questions to extend their understanding and knowledge  - use relevant strategies to build their vocabulary  - articulate and justify answers, arguments and opinions  -give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments  - use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas  - speak audibly and fluently with an increasing command of Standard English  - participate in discussions, presentations, performances, role play, improvisations and debates  - gain, maintain and monitor the interest of the listener(s)  - consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication | **PSHE** Health  - what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices;  - that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread;  - about how the body changes as they approach puberty;  - which commonly available substances and drugs are legal and illegal, their effects and risks;  - to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable;  - that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong;  - school rules about health and safety, basic emergency aid procedures and where to get help.  **RE Christianity**  The birth of Jesus  A gift from God  Lost in Jerusalem  Jesus’ baptism  The temptation of Jesus  Jesus’ disciples  Miracles  Parables  Church visit  Easter  Reflect on learning | **Democracy**  **-** School votes  - Elections  - Understanding Parliament  - Visit from MP |
| Term 3 | - listen and respond appropriately  - use relevant strategies to build their vocabulary  - articulate and justify opinions  - speak audibly and fluently  - participate in performances  - gain, maintain and monitor the interest of the listener(s)  - select and use appropriate registers | **RE - Neighbours**  Who is my neighbour?  When I needed a neighbour….  Whose neighbour are you?  **Becoming an adult**  Belonging to a group  Confirmation and believers baptism  Bar Mitzvah  Amrit ceremony  Taking responsibility  Initiation ceremonies  **Diversity -** I belong  **Cooperative Play Skills**  Suggested ideas: Children to visit a park and engage in play. | **Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith**  **PSHE** Community  - to express and justify a personal opinion orally and in writing on issues of personal and social concern;  - to face new challenges positively through gathering information, seeking help, making choices and taking action  - about topical issues and events, how to discuss and debate them and present the outcome;  - to reflect on social, moral…issues, using imagination to consider the experience of others;  - to understand the role of voluntary, community bodies and pressure groups;  - to appreciate the diversity of national, regional, religious and ethnic identities within the UK.  - to consider the experiences and lives of other people living in other places/times and with different values and customs in the UK  - to understand that differences and similarities between people arise from a number of factors including cultural, ethnic/racial and religious diversity, gender and disability. |