

SMALLS STEPS PROGRESSIONS OF CURRICULAR SUBSTANTIVE KNOWLEDGE RE & PSHE



RE based on Oxford Diocese syllabus

	Cycle Year A	UNDERSTANDING THE CHRISTIAN FAITH	UNDERSTANDING OTHER FAITHS
		Grow in Grace and Knowledge of Jesus	Hinduism
		Does creation help people understand God?	What's it like to be a Hindu?
		Making and creating: the difference	Who are Hindus?
		The Creation Story	Hindus: Many gods: One God
		• Evaluating our feelings about creation	 Hindu gods and goddesses Worship
		Reflecting on humans' role looking after creation	Holi
		Should everyone follow Jesus?	Reflecting on Hindu family life
		Sorts of leaders	Is light a good symbol for celebration? Symbols of light and dark
		Jesus' entry into Jerusalem	Rama and Sita
		The Good Samaritan	• Diwali
		Evaluating the message of the Good Samaritan	Comparing the festival of Diwali with Holi
		 Reflection- what would make me follow? Do we need shared special places? (adapted from Jewish unit) 	Reflections on festivals we enjoy
		 Our special places 	
		 What happens in a church 	
		Visiting a church: parts of the church	
		 Interviewing a Christian about the church 	
		Evaluating: designing a modern day church	
_		Reflection- what other special places would we like in our lives?	Judaism
t i	В	Grow in Grace and Knowledge of Jesus	
		 Who should you follow? What makes a good leader? 	 Are some stories more important than others? What we remember about Judaism
		 Moses 	Reviewing stories
		• Joshua	 Engaging with Old Testament stories
		Our vicar	(Noah, Abraham, Joseph, Moses,
		Evaluating- do we need leaders?	Jonah, Elijah, Elisha etc.)
		Reflection- write an advert for a class leader	• Lessons within stories: how to find
		Do religious symbols mean the same to everyone Symbols in clothes 	them
		 Symbols in clothes Vestments and the colours of the church's year 	How this connects to my life
		 The symbols of Christmas 	Can stories change people?
		 Comparing with Rabbis and Jewish clothes 	 The emotional power of stories Joseph and his coat
		Evaluating symbols	Zacchaeus
		Reflection- design your own symbols	Jonah and the Whale Slich and the Davage
		How should the church celebrate Easter?	 Elijah and the Ravens Evaluating the emotional impact from these
		Crosses and the design of churches	stories
		Baptism Mothering Sunday	Reflection on stories that changed us
		 Mothering Sunday Lent 	
		The Easter Story	
		Interviewing Christians about Easter	
		Reflection: Design an Easter Egg	
(С	Grow in Grace and Knowledge of Jesus	Judaism
		Is everybody special?	What's it like to be a Jew?
		What makes me special? The last science data because and black	What we remember about Judaism
		 The lost coin and the lost sheep parables Interviewing someone who is baptised 	Main beliefs
		 Evaluating baptism as a way to 'join' the church 	Sacred writings
		Reflection- showing you are special	 The synagogue The story of the first Passover
		Should we celebrate Harvest or Christmas? Celebrating and giving thanks	Passover: Pesach
		 Harvest 	Reflecting on learning
		Sukot as a comparison	How should you spend the weekend?
		 Christmas Which one is more important Harvest or Christmas? 	Our beliefs on the weekend
		 Which one is more important Harvest or Christmas? Planning a festival 	 Exploring Shabbat
		Is it important to celebrate the New Year?	Evaluating the rules of Shabbat
		New Year's resolutions	
		 New Year's resolutions Adam and Eve 	Evaluating the rules of Shabbat
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Year 5/6	Does it matter what we believe about creation?	Can we know what God is like?
5,0	Caring for the environment	Describing people
	Recap the Creation Story	 Other faith's views about God
	Creation Story from other cultures and faiths	 Introduction to humanism
	Comparisons	 Introduction to atheism
	 Evaluating environment issues and people's differing viewpoints 	 Differing truths for different people
	• Self-reflection on own role looking after the planet	 Personal reflections on God
	Does God communicate with humans?	
	• What can we remember about prayer?	
	 Introducing prophecies 	
	 Reading prophecies (Micah 2, Isaiah 6) 	
	 Contrast with the Guru Nanak story (Sikhism) 	
	 Prophecies' contribution to the Christmas story 	
	 References to prophets in everyday life 	
	Imagine- a message from God. What would you do? Are spints approximately medicing	
	Are saints encouraging role models?	
	What is a saint?	
	Researching saints	
	Pilgrimages and relics	
	Persecution for your beliefs	
	Is Jesus a saint? An evaluation of saints	
	Would you want to make anyone a saint?	
	Archbishop of York Award Programme	
	Introduction	
	Leadership skills	
	Inspirational leaders	
	Our local community	
	National community	
	Global community	
	• Careers education- income and expenditure, 'interest', 'loan', 'debt', and 'tax', career influences	
	and discrimination	
	Community action	
В	Grow in Grace and Knowledge of Jesus	Sikhism
	What is best for our world? Does religion help people decide?	Do Sikhs need the Guru Granth Sahib?
	Helpful people	Sacred books- The Bible
		 Sacred books- The Koran
	 Helpful people Acts of the Apostles St Paul's letters 	 Sacred books- The Koran Sacred books- The Torah
	Acts of the ApostlesSt Paul's letters	 Sacred books- The Koran
	 Acts of the Apostles St Paul's letters Charity 	 Sacred books- The Koran Sacred books- The Torah Who are Skihs? Core beliefs of Skihs Sacred books- The Guru Granth Sahib
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		Community action	
Secon	KS	-Global Goals	-Extending knowledge of a range of faiths
dary	3	-Charity	
Schoo		-Big questions	
1		-Portrayal of religion in the media	

PSHE-core curriculum

Differ	ence bet	ween falling out and bullyingEnacted every year as part of Anti	-Bullying week. Teachers are to change course if b HALF-TERMLY BLOCKS	ullying or perception of it is mentioned and a smal	I unit planned using the measures set out in Anti-Bullying policy THROUGHOUT	
P H A S E	Cycle Year	HEALTHY AND HAPPY FRIENDSHIPS (DISCOVERY)	CARING AND RESPONSIBILITY (DISCOVERY)	ONLINE SAFETY, SAFETY AND FINANCIAL EDUCATION (Taught discretely and through visitors, STOGURSEY ADVENTURERS)	DIVERSITY, EQUALITY & RELATIONSHIPS (No Outsiders scheme- throughout the year one lesson a half term)	
R e c / Y 1 / Y 2	A	 Friends Friends Kindness Getting along, sharing and turn- taking Difference between falling out and 		Online Safety Safe logins • My work area Purple Mash Topics • Purple Mash tools Purple Mash tools Financial Education through Stogursey Adventurers • Spending and saving Money choices	 <u>Choosing, introducing diversity</u> Choose what I like (You choose) All families are different (The Family Book) Know I belong and can be different (All are welcome) 	
	В	What makes a happy friendship? (Y2) • Happy friendships • Personal boundaries • Worries • Difference between falling out and bullying	Special people in our communities (Y2) • Community helpers • When we need help • Our communities and groups	Online Safety Safe logins (Y1) Searching and sharing Email using 2respond Digital Footprint <u>Financial Education through</u> <u>Stogursey Adventurers</u> Spending and saving Money choices	 Friendships, introducing diversity Say hello (Hello Hello) Ask for help/ work with different people (Errol's garden) To think about friends (Amazing) 	
	C	Revisit any from above	Revisit any from above	Online Safety Safe logins (Y1) Searching and sharing Email using 2respond Digital Footprint Financial Education through Stogursey Adventurers Spending and saving Money choices	 <u>Self-esteem, introducing diversity</u> Ok to like different things (Red Rockets and Rainbow Jelly) Make sure no one is left out (Want to play trucks?) Have self-confidence (How to be a lion) 	
Y e a r 3 / 4	A	 Being a good friend (Y3) What makes a good friend? Personal space Resilience Difference between falling out and bullying 	 <u>Responsibility and boundaries (Y3)</u> Being responsible Responsibility and personal space Caring and empathy Making an emergency call (not in scheme) 	Online Safety Safety in numbers? Fact or fiction? Appropriate Content and Ratings Financial Education through Stogursey Adventurers Role of money in our lives- career pathways Managing money Resource allocation	Types of relationships, ageism, stereotyping, safety, gender identity Understand what discrimination is (This is our house) Find common ground (Aalfred and Aalbert) Know I belong (All are welcome) Recognise a stereotype (The truth about old people) Staying safe (When Marvin gets mad) Show acceptance (Julian is a mermaid)	
	В	 Solving friendship difficulties (Y4) Qualities of a good friend Solving friendship difficulties Personal boundaries and permission Difference between falling out and bullying 	 <u>Rights and responsibilities (Y4)</u> Our rights, our responsibilities THE UN Convention on the Rights of the Child Family roles and responsibilities 	Online Safety Phishing Be malaware Healthy screen-time Financial Education through Stogursey Adventurers Role of money in our lives- job discrimination Managing money Resource allocation	Inclusion and acceptance of difference To be welcoming (Beegu) Know what a bystander is (We're all wonders) Recognise and help an outsider (The Hueys in the new jumper) Help someone accept difference (Along came a new) Choose when to be assertive (Dogs don't do ballet) Be proud of who I am (Red: a crayon's story)	
Y e a r 5 / 6	A	 <u>Changing friendships (Y5)</u> Identity Peer pressure Emotional health and wellbeing Difference between falling out and bullying 	Caring in the Community (Year 5 only) Changing needs Feeling lonely Why volunteer? Responsible behaviour as we get older (Year 6 only) Taking care of myself Archbishop of York Award (See RE) Transition to Secondary School	Online Safety • SAMRT crew video • Responsibilities and support when online • Reliability Financial Education through Stogursey Adventurers • Basic First Aid and getting help • Recap previous learning • Enterprise skills-managing risk	 Sexuality, Race, Gender Identity, free speech Exchange dialogue and express an opinion (And Tango makes Three) Explore friendship (The Girls) Consider responses to immigration (King of the Sky) Recognise when someone needs help (How to heal a broken wing) Show acceptance (Introducing Teddy) Consider language and freedom of speech (The only way is Badger) 	
	В	Relationships and feelings (Y6) • Personal safety • Relationships and change • Wider emotions • Difference between falling out and bullying	Caring in the Community (Year 5 only) Changing needs Feeling lonely Why volunteer? Responsible behaviour as we get older (Year 6 only) Taking care of myself Archbishop of York Award (See RE) Transition to Secondary School	Online Safety Message in a game Online behaviour Screen-time <u>Financial Education through</u> <u>Stogursey Adventurers</u> Recap previous learning Enterprise skills- managing risk	Revisit Rights and Responsibilities, Disabilities, LGBT, race To consider democracy (A Day in the Life of Marlon Bundo) To look after my own mental health (sadness) Overcome fears about difference (Leaf) Consider causes of racism (The Island) Consider responses to racism (Mixed)	
S e c S c h o 0 I	KS3/4	-To know what a healthy/unhealthy relationship is. -To know what an abusive relationship looks and feels like.	-Know what brings me a strong sense of well-being. -To have a rich vocabulary that aids articulation of emotions, identity, diversity, race, and safety. -To know what good and poor mental health is.	Know how to communicate, safety, appropriately (Verbally and Non- verbally)	 -Know how to communicate, identity, diversity, race, and safety, appropriately (Verbally and Nonverbally) -To know what stereotypes and discrimination are. -To have a strong sense of values and how they can affect themselves and others. -To have a sense of belonging to a community and feel valued. -To be proud and accepting of your identity. -To know where to access help and support. 	

HASE	Cycle Year	HEALTHY BODIES, HEALTHY MINDS (DISCOVERY)	COPING WITH CHANGE **To be approved in 2022/23 (DISCOVERY) Second Half of Summer Term only
ec/ Y1/Y2	A	Amazing bodies (Y1)	Growing and Changing (Y1)
		 My amazing body 	Animal babies
		 Private body parts (introducing correct terminology) 	• How have we changed?
		NSPCC lesson	A future me
		Looking after our bodies	
	В	Staying healthy and safe (Y2)	Growing up and setting goals (Y2)
		Healthy feelings	When I am older
		 Staying safe at home 	 Looking at the changes ahead
		NSPCC lesson	Goals
		Feeling poorly	
	С	Revisit any from above	Revisit any from above
ar 3/4	А	Sleep, food and hygiene (Y3 or altogether if needed)	Coping with feelings when things change (Y3)
		• The power of sleep	New changes
		 Making healthy food choices 	 Feeling sad and showing empathy
		• Germs!	Happiness
		NSPCC lesson	
		YEAR 4 ONLY- Valuing our bodies and minds (Y5)	Puberty and hygiene (Y4 only)
		Valuing ourselves	• What is puberty?
		Alcohol, tobacco and drugs	Understanding periods
		Keeping well	• Keeping clean as we grow and change
		NSPCC lesson	
	В	Sleep, food and hygiene (Y3 or altogether if needed)	Coping with feelings when things change (Y3)
		• The power of sleep	New changes
		 Making healthy food choices 	 Feeling sad and showing empathy
		Germs!	Happiness
		NSPCC lesson	Puberty and hygiene (Y4 only)
		YEAR 4 ONLY- Valuing our bodies and minds (Y5)	• What is puberty?
		Valuing ourselves	Understanding periods
		 Alcohol, tobacco and drugs 	• Keeping clean as we grow and change
		Keeping well	
00r F /C	Г/С	NSPCC lesson	Dubartu and an attains (Manu Elizable)
ear 5/6	5/6	Influences and personal choices (Y4)	Puberty and emotions (Year 5 only)
		Healthy influences	Puberty
			Puberty and emotions
		Making healthy choices	• Emotional changes: managing well
		Dealing with feelings	Coping with emotional effects of life changes/ Sex Education (Year 6 only)
		NSPCC lesson	Body image
			Puberty and changing relationships
			 Starting a family (Sex Education) The impact of having a baby (Sex Education)
			 The impact of having a baby (sex Education) When is it right? (Sex Education)
			 Moving on
			Bold is non-statutory
	В	Being the best me (Y6)	Puberty and emotions (Year 5 only)
		Being the best me	• Puberty
		 Social media and our wellbeing 	Puberty and emotions
		• Taking care of our mental health	Emotional changes: managing well
			Coping with emotional effects of life changes/ Sex Education (Year 6 only)
			Body image
			 Puberty and changing relationships
			 Starting a family (Sex Education)
			 The impact of having a baby (Sex Education)
			• When is it right? (Sex Education)
			Moving on
			Bold is non-statutory
ec School	KS3/4	<u>-</u> Know how to keep physically healthy.	<u>-</u> Know to keep sexually healthy.
		TRAUMAS (Bespoke)	
3/1/2- Use the w	ellbeing and w	orship programme (age-appropriate)	
,			

Y5/6 - Responding productively to World Traumas- repeated in Year A if no world trauma in Year B

- Establish the facts
- Discussion about worries
- Who to go to if you are anxious
- What we can do to help
- Fact and fiction: fake news (Y3)
- Plagiarism (Y4)
- Citing sources (Y5)
- Conspiracy theories (Hope not Hate lesson)

TEACHER AUTONOMY WHEN CHOOSING UNITS EACH TERM = DIVERISTY SMALL STEP + A BOX OF SMALL STEPS