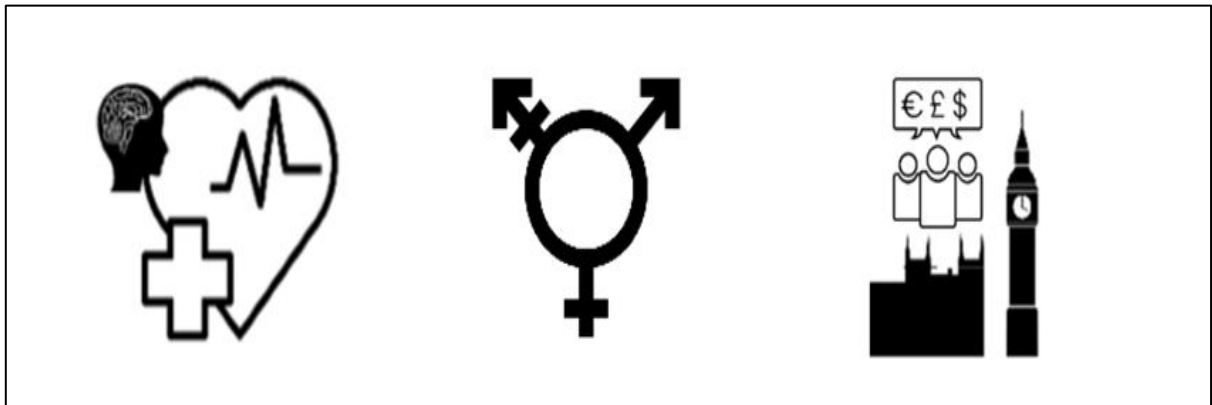


# Primary Specification



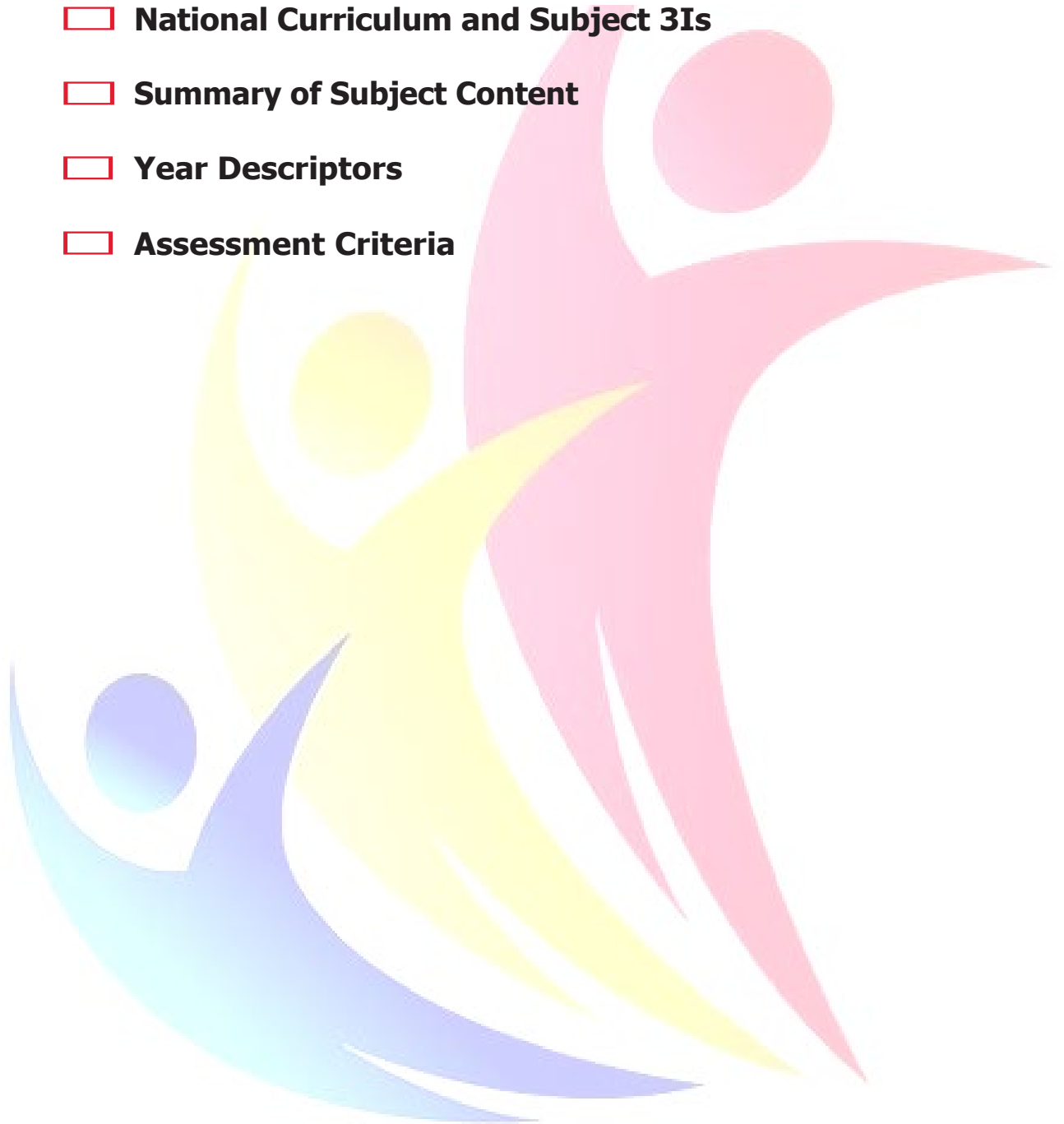
**PSHCE**



## CONTENTS:

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- Rationale**
- National Curriculum and Subject 3Is**
- Summary of Subject Content**
- Year Descriptors**
- Assessment Criteria**



## **Trust Level**

Children are matched against 'stage descriptors' (in other words what pupils are expected to know and be able to do in computing for their year group or phase) when being assessed by their teachers in their computing lessons. Where appropriate, teachers will provide opportunities for children to apply computing knowledge and skills in other curriculum areas and may use this information as part of their assessments. Teachers use this information to form an overall picture for each child, to determine whether they have met the stage descriptors for the end of their year group or phase.

## **School Level**

Formal assessments may be administered in different ways depending on the school. E.g. gradings offered, end of unit mini assessments, knowledge review weeks, termly or half termly assessment periods etc.

In addition to formal assessments, schools will assess pupils informally in accordance with the schools guidelines. At school level the KS2 specification document for each subject will be supported by the school own planning documents/ portals which also include LTPs, MTPs, Schemes of work and associated resources.

**Long Term Plans** provide leaders, teachers, students and parents with the overview of the learning journey that occurs yearly. These are available on the school website.

**Medium Term Plans** map the outline learning for each of the learning focusses of each half term in each year group. These provide more detailed information into the steps to facilitate a differentiated approach ensuring that content and skills are covered. The number of activities / objectives covered may vary dependent on the length of a half term and the frequency of lessons in a given subject. There are 5 planning cycles in the year. Autumn 1, Autumn 2, Spring, Summer 1 and Summer 2.

**Schemes of Work** may vary from subject to subject allowing the specialists in schools to develop suitable activities and topics ensuring ownership of planning for progress. Please note that no external schemes are followed to the book and when used, are merely a starting point for start.

## **SOW – Guiding Principles**

- Skills and content based
- Form part of the 'big picture' e.g. show progression over the 6 years in school
- Provide suggested resources
- Allow for teacher ownership and/or creativity of lessons
- Allow for appropriate differentiation

The national curriculum for PSHCE aims to ensure that all pupils:

- develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society.
- make responsible decisions about health, safety & finance, to succeeding in their first job.
- manage many of the most critical opportunities, challenges and responsibilities they will face growing up.

## **OBJECTIVES**

**This programme is non-statutory, and schools are not required to follow it. It is included so that schools can plan a whole curriculum.**

During key stage 1 pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

### **KS1**

#### **Knowledge, skills and understanding**

**Developing confidence and responsibility and making the most of their abilities**

- Pupils should be taught: to recognise what they like and dislike, what is fair and unfair, and what is right and wrong; to share their opinions on things that matter to them and explain their views; to recognise, name and deal with their feelings in a positive way; to think about themselves, learn from their experiences and recognise what they are good at; how to set simple goals.

**Preparing to play an active role as citizens**

- Pupils should be taught: to take part in discussions with one other person and the whole class; to take part in a simple debate about topical issues; to recognise choices they can make, and recognise the difference between right and wrong; to agree and follow rules for their group and classroom, and understand how rules help them; to realise that people and other living things have needs, and that they have responsibilities to meet them; that they belong to various groups and communities, such as family and school; what improves and harms their local, natural and built

environments and about some of the ways people look after them; to contribute to the life of the class and school; to realise that money comes from different sources and can be used for different purposes.

### **Developing a healthy, safer lifestyle**

- Pupils should be taught: how to make simple choices that improve their health and wellbeing; to maintain personal hygiene; how some diseases spread and can be controlled; about the process of growing from young to old and how people's needs change; the names of the main parts of the body; that all household products, including medicines, can be harmful if not used properly; rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.

### **Developing good relationships and respecting the differences between people**

- Pupils should be taught: to recognise how their behaviour affects other people; to listen to other people, and play and work cooperatively; to identify and respect the differences and similarities between people; that family and friends should care for each other; that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

### **Breadth of opportunities**

- During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to: take and share responsibility (for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well); feel positive about themselves (for example, by having their achievements recognised and by being given positive feedback about themselves); take part in discussions (for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from'); make real choices (for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly); meet and talk with people (for example, with outside visitors such as religious leaders, police officers, the school nurse); develop relationships through work and play (for example, by sharing equipment with other pupils or their friends in a group task); consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues); ask for help (for example, from family and friends, midday supervisors, older pupils, the police.)

During key stage 2 pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

### **Knowledge, skills and understanding**

#### **Developing confidence and responsibility and making the most of their abilities**

- Pupils should be taught: to talk and write about their opinions, and explain their views, on issues that affect themselves and society; to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action; to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way; about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future; to look after their money and realise that future wants and needs may be met through saving.

#### **Preparing to play an active role as citizens**

- Pupils should be taught: to research, discuss and debate topical issues, problems and events; why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules; to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities; that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other; to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences; to resolve differences by looking at alternatives, making decisions and explaining choices; what democracy is, and about the basic institutions that support it locally and nationally; to recognise the role of voluntary, community and pressure groups; to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom; that resources can be allocated in different ways and that these economic choices affect individuals, communities and the

sustainability of the environment; to explore how the media present information.

### **Developing a healthy, safer lifestyle**

- Pupils should be taught: 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.

### **Developing good relationships and respecting the differences between people**

- Pupils should be taught: that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view; to think about the lives of people living in other places and times, and people with different values and customs; to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships; to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help; to recognise and challenge stereotypes; that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability; where individuals, families and groups can get help and support.

### **Breadth of opportunities**

- During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to: take responsibility (for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school); feel positive about themselves (for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take); participate (for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting); make real choices and decisions (for example, about issues affecting their health and wellbeing such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities);

meet and talk with people (for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers); develop relationships through work and play (for example, taking part in activities with groups that have particular needs, such as children with special needs and the elderly; communicating with children in other countries by satellite, email or letters); consider social and moral dilemmas that they come across in life (for example, encouraging respect and understanding between different races and dealing with harassment); find information and advice (for example, through helplines; by understanding about welfare systems in society); prepare for change (for example, transferring to secondary school.)

## **Relationships education**

**The Relationships Education and Health Education (England) Regulations 2019 have made Relationship Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationship Education.**

### **Families and people who care for me**

Pupils should know:

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up

**KS1 &  
KS2**



- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

### **Caring friendships**

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

### **Respectful relationships**

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

## **Online relationships**

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online.

## **Being safe**

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

## INTENT

At Farington Primary School, our PSHE curriculum aims to inspire all children to reach their full academic and emotional potential. We believe it is important because all children have a right to be safe.

It aims to support them in developing personally, socially, and emotionally; whilst tackling the moral, social, and cultural issues of growing up. It should give our children the opportunity to acquire the life skills needed to become positive members of a global community, while teaching children about the rights and responsibilities needed to live in a diverse society. Our curriculum is age appropriate, progressive, and inclusive to all.

## IMPLEMENTATION

By using our clear and comprehensive scheme of work in line with the National Curriculum. At Farington Primary School, we have adopted the use of One Decision to deliver our PSHE curriculum, ensuring all key skills are covered. This is then supplemented with a variety of learning experiences to suit the needs of our pupils. These are adapted and modified, by the class teachers, depending on their cohort of children and their needs.

- ❖ Whole school, Key Stage and class assemblies always make a link to PSHCE, British Values and SMSC.
- ❖ At Farington, we believe that PSHE plays a vital part of a primary education and needs to be taught at least once weekly. If the opportunity arises to make cross curricular links, then these opportunities should not be missed. On some occasions, staff may feel it necessary to teach PSHE as a result of an issue which has arisen within their own class.
- ❖ We believe that the purpose of PSHCE education is to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: i.e., drug education, financial education, citizenship, personal safety, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle

## IMPACT

The aims of PSHCE are to enable the children to:

- ❖ know and understand what constitutes a healthy lifestyle.
- ❖ be aware of safety issues.
- ❖ understand what makes for good relationships with others.
- ❖ have respect for others.
- ❖ be independent and responsible members of the school community.
- ❖ be positive and active members of a democratic society.
- ❖ develop self-confidence and self-esteem and make informed choices regarding personal and social issues.
- ❖ develop good relationships with other members of the school and the wider community.



In turn children will be equipped to live healthy, safe, productive, and capable lives in an ever changing and growing society. They will be resourceful in making effective transitions and achievements in economic wellbeing and develop the skills to make suitable career choices. Children will be able to independently identify and manage risk, make informed choices, and understand what influences their decisions and finally understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings.

### **Early Years Educational Programme**

Personal, Social and Emotional Development Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm, and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

# Summary of Subject Content

## 2 - Suggested topic delivery overview - Year by Year Breakdown

4

| Topic suggested for years 1/2<br>5-8 Resources  | Topic suggested for years 3<br>5-8 Resources                                   | Topic suggested for year 4<br>8-11 Resources               | Topic suggested for year 5<br>8-11 Resources                  | Topic suggested for year 6<br>8-11 Resources    |
|---|--|--|---|---|
| <b>KEEPING/STAYING SAFE</b>   | <b>KEEPING/STAYING SAFE</b>  | <b>KEEPING/STAYING SAFE</b>                                | <b>KEEPING/STAYING SAFE</b>                                   | <b>KEEPING/STAYING SAFE</b>                     |
| Assessment - Baseline<br>Road Safety<br>Tying Shoelaces   | Staying Safe<br>Leaning Out of Windows<br>Assessment - Summative               | Assessment - Baseline<br>Cycle Safety                      | Peer Pressure<br>Adults' Views<br>Children's Views            | Water Safety<br>Assessment - Summative          |
| <b>KEEPING/STAYING HEALTHY</b>  | <b>KEEPING/STAYING HEALTHY</b>   | <b>KEEPING/STAYING HEALTHY</b>                             | <b>KEEPING/STAYING HEALTHY</b>                                | <b>KEEPING/STAYING HEALTHY</b>                  |
| Assessment - Baseline<br>Healthy Eating<br>Washing Hands  | Brushing Teeth<br>Medicine<br>Assessment - Summative                           | Assessment - Baseline<br>Healthy Living                    | Smoking<br>Adults' Views<br>Children's Views                  | Alcohol<br>Assessment - Summative               |
| <b>RELATIONSHIPS</b>  | <b>RELATIONSHIPS</b>   | <b>GROWING AND CHANGING</b>                                | <b>GROWING AND CHANGING</b>                                   | <b>GROWING AND CHANGING</b>                     |
| Assessment - Baseline<br>Bullying<br>Friendship   | Body Language<br>Touch<br>Assessment - Summative                               | Assessment - Baseline<br>Appropriate Touch (Relationships) | Puberty<br>Adults' Views<br>Children's Views                  | Conception<br>Assessment - Summative            |
| <b>BEING RESPONSIBLE</b>  | <b>BEING RESPONSIBLE</b>   | <b>BEING RESPONSIBLE</b>                                   | <b>BEING RESPONSIBLE</b>                                      | <b>BEING RESPONSIBLE</b>                        |
| Assessment - Baseline<br>Practice Makes Perfect<br>Water Spillage   | Helping Someone in Need<br>Stealing<br>Assessment - Summative                  | Assessment - Baseline<br>Coming Home on Time               | Looking Out for Others<br>Adults' Views<br>Children's Views   | Stealing<br>Assessment - Summative              |
| <b>FEELINGS AND EMOTIONS</b>  | <b>FEELINGS AND EMOTIONS</b>   | <b>FEELINGS AND EMOTIONS</b>                               | <b>FEELINGS AND EMOTIONS</b>                                  | <b>FEELINGS AND EMOTIONS</b>                    |
| Assessment - Baseline<br>Jealousy<br>Worry  | Anger<br>Grief<br>Assessment - Summative                                       | Assessment - Baseline<br>Jealousy                          | Anger<br>Adults' Views<br>Children's Views                    | Worry<br>Assessment - Summative                 |
| <b>COMPUTER SAFETY</b>  | <b>COMPUTER SAFETY</b>   | <b>COMPUTER SAFETY</b>                                     | <b>COMPUTER SAFETY</b>  | <b>COMPUTER SAFETY</b>                          |
| Assessment - Baseline<br>Online Bullying<br>Image Sharing   | Making Friends Online<br>Computer Safety Documentary<br>Assessment - Summative | Assessment - Baseline<br>Online Bullying                   | Image Sharing<br>Adults' Views<br>Children's Views            | Making Friends Online<br>Assessment - Summative |
| <b>MONEY MATTERS</b>  | <b>MONEY MATTERS</b>   | <b>THE WORKING WORLD</b>                                   | <b>THE WORKING WORLD</b>                                      | <b>THE WORKING WORLD</b>                        |
| Assessment - Baseline<br>Money Matters  | Assessment - Summative   | Assessment - Baseline<br>Chores at Home                    | Enterprise<br>Adults' Views<br>Children's Views               | In-App Purchases<br>Assessment - Summative      |
| <b>HAZARD WATCH</b><br>This module is suggested for years 1-3 and can be delivered where suitable         |  | <b>A WORLD WITHOUT JUDGEMENT</b>                           | <b>A WORLD WITHOUT JUDGEMENT</b>                              | <b>A WORLD WITHOUT JUDGEMENT</b>                |
| Assessment - Baseline<br>Is it safe to eat or drink? • Is it safe to play with?<br>Assessment - Summative |  | Assessment - Baseline<br>Breaking Down Barriers            | Inclusion and Acceptance<br>Adults' Views<br>Children's Views | British Values<br>Assessment - Summative        |

## STAGE DESCRIPTORS

### EYFS

See themselves as a valuable individual.

Build constructive and respectful relationships.

Know that the same principles apply to an online relationship with a face to face relationship.

Express their feelings and consider the feelings of others.

Think about the perspectives of others.

Form positive attachments to adults and friendships with peers.

Show sensitivity to their own and to others' needs.

Explain the reasons for rules, know right from wrong and try to behave accordingly.

Know some similarities and differences between different cultural communities in this country, drawing on their experiences and what has been read in class.

Explain some similarities and differences between life in this country and in other countries.

**CHILDREN WILL LEARN AND UNDERSTAND:**

**HEALTH & WELLBEING**

- How to keep clean
- How to keep safe
- How to self-regulate my emotions
- About their bodies
- About asking for help
- Keeping safe online

**RELATIONSHIPS**

- Awareness of themselves and others' feelings/emotions
- How to form and maintain friendships
- How to cope with conflict

**LIVING IN THE WIDER WORLD**

- Environmental awareness & sustainability
- There are different identities
- The significance of rules
- Why we need money
- People who help to keep us safe
- Days of cultural significance in our country and around the world

**KS1**

|             |  |
|-------------|--|
| <b>LKS2</b> | <p><b>CHILDREN WILL LEARN AND UNDERSTAND:</b></p> <p><b><u>HEALTH &amp; WELLBEING</u></b><br/> How our bodies grow &amp; change.<br/> How to manage and self-regulate my emotions.<br/> How to lead &amp; sustain a healthy lifestyle.<br/> How to make positive choices.<br/> The importance of having ownership of making healthy lifestyle choices.<br/> Rights and responsibilities.<br/> Knowing how to keep myself safe.<br/> Drug education &amp; basic first aid.<br/> An awareness of Mental well-being.<br/> How to respectfully &amp; responsibly use technology safely.</p> <p><b><u>RELATIONSHIPS</u></b><br/> The different types of families &amp; relationship.<br/> The importance of inclusion within friendships &amp; relationships.<br/> The importance of tolerance and the acceptance of each other's differences.<br/> How to deal with persuasion and pressure.<br/> What a healthy/unhealthy relationship is including online.<br/> How to seek advice, help and support from others if needed.</p> <p><b><u>LIVING IN THE WIDER WORLD</u></b><br/> How to challenge prejudice and stereotypes.<br/> How rules and laws protect us.<br/> School and local democracy.<br/> How peoples' decisions can affect others and the environment.<br/> My role and the role of others in my local community.<br/> Sources of products and Fairtrade.<br/> An appreciation of the range of national, regional, religious and ethnic identities within the UK.<br/> How to manage money.<br/> A range of jobs.<br/> What an aspiration is.</p> |
| <b>UKS2</b> | <p><b>CHILDREN WILL LEARN AND UNDERSTAND:</b></p> <p><b><u>HEALTH &amp; WELLBEING</u></b><br/> Gender differences.<br/> How to maintain a healthy lifestyle prior to, during and after puberty.<br/> Sex education.<br/> How to respond to change, transition and moving on.<br/> The importance of having ownership of making healthy lifestyle choices into adulthood.<br/> Legal rights and responsibilities.<br/> Strategies for keeping physically and emotionally safe.</p>  |



The signs of positive/negative mental health.  
Strategies to cope with and improve Mental well-being.  
How to use technology including social media safely, positively and appropriately.

### **RELATIONSHIPS**

Strategies to resolve disputes in friendship (both on /offline).  
The impact of teasing, bullying, racism, aggressive behaviours and how to respond and ask for help.  
The diversity and stereotypes of people in society.  
How it feels to be excluded or discriminated against within friendships & relationships.  
The importance of self-respect and how it links to their own happiness.  
How to deal with pressure from others to do something unsafe or that makes us feel uncomfortable and have strategies for managing this including online.  
What the impact change, loss, separation, divorce & bereavement can have on a relationship.  
The importance of permission seeking and giving in relationships with friends' peers and adults.  
Where to get advice and report concerns if worried about their own or someone else's' personal safety including online.

### **LIVING IN THE WIDER WORLD**

How the range of identities in the UK combine to bring a richness to our society.  
The sources of money and manage spending within a budget.  
My role as a global citizen and have an awareness of current issues in society.  
The effects, risks and consequences of criminal activity & behaviour.  
What DLLRT is and about the basic institutions that support it locally and nationally.  
Strategies to challenge prejudice and stereotypes and use them throughout their lifetime.  
A variety of different jobs/careers and the possible routes to these.  
The responsibility for planning and looking after the environment and take steps to do this.  
How to be a discerning user of the internet

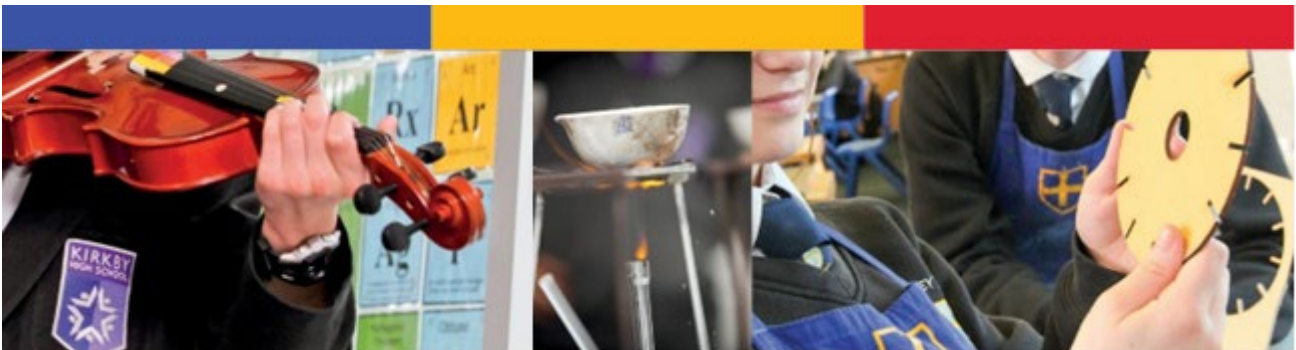
# Assessment Criteria

## What we do

1. We implement an inclusive curriculum so that all children, including those with SEND, can make progress and demonstrate success in a range of ways.
2. We conduct baseline assessments, checking the pupils' existing knowledge and skill level.
3. We review and re-cap prior learning and link it to new and current study. We identify curriculum links so that learning can be applied and assessed in new contexts.
4. Teachers use a range of assessment activities in their class, including the review of knowledge organisers, mini assessments, sketch books, independent tasks, work in books, pupil chats in lessons. We incorporate longitudinal study where appropriate, including geography and history to assess long term knowledge retention.
5. To meet the expected standard, pupils should demonstrate a broad understanding of the key facts in the end points for that year (as outlined in the subject key specification document). In addition, they retain key knowledge from prior learning.
6. At the greater depth standard, pupils demonstrate knowledge and understanding of every aspect of the key specification to the highest degree.
7. We enter a mid-year and end of year attainment grade onto FFT. Subject leaders analyse the data and report to governors annually.
8. Bi-annual peer audits provide quality assurance, moderation of standards and training across trust schools.



Our logo was carefully chosen to represent the children, young people and adults in our learning community who strive for excellence through high aspiration and high expectation.



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Company Number 8010464  
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