



| Nursery   | Reception | Year 1  | Year 2 | Year 3   | Year 4 | Year 5  | Year 6 |
|---|-----------|---|--------|--|--------|---|--------|
| <p><b>FBV: Democracy and Rule of Law</b><br/>           In the EYFS, 'Democracy' is understood as children making decisions together, valuing each other's opinions and ensuring everyone feels heard and respected. It's about fostering a sense of belonging and encouraging children to participate in choices and activities.<br/> <b>Democracy can be shown by:</b></p> <ul style="list-style-type: none"> <li>➢ Involving children in decision-making (allowing them to choose activity, snack options)</li> <li>➢ Encouraging collaborative play (turn-taking, sharing, working together)</li> <li>➢ Creating a safe space for expressing opinions (comfortable sharing thoughts and feeling)</li> </ul> <p>Teaching about rules and fairness – important to teach children about the rule of law and the importance of following rules for the benefit of everyone.</p> |           | <p><b>FBV: Democracy and Rule of Law</b><br/>           In Key Stage One, children learn about 'Democracy' and the 'Rule of Law' by exploring how rules and laws are made, why they are important and how they help people live together peacefully. Children should learn the concept of fairness and how everyone has a right to be heard, as well as the importance of respecting others; opinions and beliefs.<br/> <b>Democracy can be shown by:</b></p> <ul style="list-style-type: none"> <li>➢ Participating in class discussions and decision making – reinforce the term 'democracy' and democratic principles</li> <li>➢ Exploring the concept of fairness and understand that everyone has rights and responsibilities – could have classroom roles / monitors</li> <li>➢ Respect – learn the respect the views and opinions of others, even when they differ</li> </ul> <p><b>Rule of Law can be shown by:</b></p> <ul style="list-style-type: none"> <li>➢ Discuss and learn the rules and laws are essential for creating a safe and orderly society (could be safe and orderly classroom – class rules to promote and support this)</li> <li>➢ Understand the consequences for breaking rules – link this to golden rules and golden time</li> </ul> <p>Begin to understand the concept of equality – learn the law applies to everyone equally, regardless of their background</p> |        | <p><b>FBV: Democracy and Rule of Law</b><br/>           In Key Stage Two, children learn that 'Democracy' and 'Rule of Law' are key concepts which are explored within the context of Fundamental British Values (FBV). Democracy emphasizes the power of the people, typically through elected representatives while the Rule of Law ensures everyone is subject to the same laws, promoting fairness and safety.<br/>           Democracy means that people (citizens) have a say in how their country is run, this is often through voting. In the classroom, this could be shown through voting on class roles, class reading book... Democracy is important as it encourages active participation in society, including voting, campaigning and contributing to the community. The Rule of Law means that everyone, including those in positions of power, is subject to the same laws. Laws are designed to protect citizens, ensure safety and create a fair society. This means that individuals and the government are held accountable for their actions under the law.</p> <p>Children should understand that both Democracy and Rule of Law are interrelated:</p> <ul style="list-style-type: none"> <li>• The Rule of Law is considered a fundamental aspect of democratic society.</li> <li>• Democracy relies on the Rule of Law to ensure that the power of the government is limited and that citizens' rights are protected.</li> <li>• A democratic government, operating under the Rule of Law, is accountable to its citizens and subject to the same laws as everyone else.</li> </ul> <p>By understand these concepts, Key stage Two children develop a foundation for responsible citizenship and an appreciation for the importance of Democracy and the Rule of Law in a fair society.</p> |        |   |        |
| <p><b>Safety In School</b><br/>           Can say what is right and what is wrong.<br/>           Can co-operate with boundaries.<br/>           Can identify who they can ask for help.<br/>           Can recognise when they do or don't need help.<br/>           Can use equipment and tools safely.<br/>           Can transport and store equipment safely.</p>  |           | <p><b>Establishment Phase: Safety In School</b><br/>           Can use equipment and tools safely.<br/>           Can transport and store equipment safely.<br/>           Can name and follow the Golden Rules.<br/>           Can discuss the rewards and sanctions linked to the Golden Rules.<br/>           Can respond to a fire or lock in alarm appropriately.</p>  |        | <p><b>Safety in School</b><br/>           Can respond to a fire alarm or other alarm appropriately.<br/>           Can discuss scenarios in which a Golden Rule has been followed or not followed.<br/>           Can talk about how the Golden Rules should be followed both inside and outside the classroom e.g. playground.</p>  |        | <p><b>Establishment Phase – School Safety</b><br/>           Can respond to a school alarm safely and responsibly.<br/>           Can recognise risks in everyday school situation (such as the hot counter in the hall).<br/>           Children need to know how to keep themselves (and others) safe at school. Children must be able to discuss:<br/>           Importance of the Golden Rules and how they keep us safe<br/>           Explain and justify why rules should be followed (e.g. at school, in our community, society...)<br/>           Recognise the difference between the school alarms, and understand the procedures to follow.<br/>           Understand the different potential risks within the school e.g. hot counter in the lunch hall.<br/>           Know how to following instructions and rules during PE lessons (Arena and PE Hall).<br/>           Importance of following the rules for Old Schools Lane.<br/>           Safety Network – Trusted adults (in and outside of school / DSL) – Share the book "Trusted Adults" by Jayneen Sanders.</p> |        |
| <p><b>Golden Rules</b><br/>           All about the Golden Rules<br/>           How to use equipment safely<br/>           Who to ask for help<br/>           How to respond to alarms<br/> <b>Zones of Regulation</b><br/>           They know how they are feeling<br/>           Develop a sense of understanding their emotions</p>   |           | <p><b>Establishment phase – Safety in School</b><br/> <b>The Golden Rules</b><br/>           Classroom routines and expectations<br/>           How to safely respond to school alarms<br/>           How both the school and classroom rules keep them safe<br/>           Safety Network – Trusted adults (in and outside of school / DSL)</p>  |        | <p><b>Establishment Phase – Ground Rules / Zones of Regulation</b><br/>           Can identify the Golden Rules.<br/>           Can talk about how the Golden Rules should be followed by both in the classroom, around the school and outside of school.<br/>           All classes should make a shared set of PSHE rules that should be displayed in the classroom and followed during every PSHE lesson. It is especially important to include:<br/>           Respectful listening<br/>           Information shared stays within the classroom, it is not for discussing in the playground<br/>           Be confident in discussing the 'Zones of Regulation' and what each colour represents. Ensure that children do not just see the 'Green' zone as the 'normal' zone and that throughout a day, we could enter a number of different zones.</p>  |        |   |        |
| <p align="center"><b>Establishment phase</b><br/>           The ground rules for PSHE lessons Discuss the Zones of Regulation<br/>           Who to speak to if they feel worried, scared or unsafe</p>   |           |   |        |  |        |   |        |

| <p><b>My Class</b><br/><b>My Family</b><br/><b>Families</b><br/><b>My Likes and Dislikes</b><br/><b>I am Special</b></p>  | <p><b>My Class</b><br/><b>My Family</b><br/><b>Families</b><br/><b>My Likes and Dislikes</b><br/><b>I am Special</b><br/><b>Similarities and Differences</b></p>  | <p><b>What makes me unique?</b><br/><b>My Feelings</b><br/><b>My Family</b><br/><b>Families</b><br/><b>Similarities and Differences</b></p>  |   | <p><b>Being Unique</b><br/><b>If you could make a clone of yourself, what would you need? What makes you, you?</b><br/><b>What different types of families are there? Why do we need a family?</b><br/><b>Healthy Family Life</b><br/><b>Difficult times in families</b></p>   | <p><b>Different types of families</b><br/><b>The importance of families</b><br/><b>What is a relationship?</b><br/><b>Positivity</b><br/><b>Setting Goals</b></p>   | <p><b>Personal Identity</b><br/><b>Individuality</b><br/><b>(Similarities and Differences)</b><br/><b>Respect and Diversity</b><br/><b>Relationships and Families</b></p>  | <p><b>Families</b><br/><b>Difficult times in families (Discussion based lesson)</b><br/><b>Love, Marriage and Civil Partnership</b><br/><b>Identity</b><br/><b>Gender Identity and Sexual Orientation</b></p>   |
|---|---|--|---|--|---|--|---|
| <p>Can welcome and value praise for what they have done.<br/>Can talk about likes and dislikes.<br/>Can talk about some of the things that makes them unique<br/>Can communicate freely about home (including family customs and routines).<br/>Can identify some of the similarities and differences in relation to friends or family.<br/>Can identify some of the similarities and differences in relation to friends or family.</p> | <p>Can develop a sense of responsibility and membership of a community.<br/>Can identify some of the similarities and differences in relation to friends or family.<br/>Can know that other children don't always enjoy the same things.<br/>Can identify what they are good at, what they like and dislike.<br/>Can understand they are a valuable individual.</p> | <p>Can identify what they are good at, what they like and dislike.<br/>Can recognise what makes them special.<br/>Can use a range of words to describe their feelings.<br/>Can develop a greater sense of understanding their emotions.<br/>Can understand who to speak to if they feel worried, scared or unsafe.<br/>Can identify the people who love and care for them and what they do to help them feel cared for.<br/>Can talk about different types of families including those that may be different to their own.<br/>Can recognise the ways in which they are the same as and different to others.</p> | <p>Can share what makes them special.<br/>Can identify what they are good at, what they like and dislike.<br/>Can identify common features of family life.<br/>Can identify when and who to tell if something about their family makes them unhappy or worried.<br/>Can talk about different types of families including those that may be different to their own.<br/>Can recognise the ways in which they are the same and different to others.</p> | <p>Can recognise the ways in which they are the same and different to others.<br/>Can recognise their individuality and personal qualities.<br/>Can identify features of positive family life (caring relationships)<br/>Can discuss the different ways in which people care for one another.<br/>Can recognise that there are different types of family structure; all types can give family members love, security and stability.<br/>Can identify features of positive family life (caring relationships).<br/>Can discuss the different ways in which people care for one another.</p> | <p>Can recognise and respect that there are different types of family structure that families of all types can give family members love, security and stability.<br/>Can recognise positive things about themselves and their achievements.<br/>Can explore their personal identity and know what contributes to who they are (e.g. ethnicity, family, gender, faith, culture and hobbies).</p> | <p>Can explore their personal identity and know what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies...)<br/>Can understand the importance of respecting the differences and similarities between people.<br/>Can recognise what they have in common with others.<br/>Can identify shared characteristics of healthy family life.</p> | <p>Can identify shared characteristics of healthy family life.<br/>Can discuss a range of family structures and the variety of relationships within these.<br/>Can identify personal strengths, skills and achievements and interests and discuss how these can contribute to a sense of self-worth.<br/>Can discuss the concepts of gender identity and sexual orientation.<br/>Can recognise that gender identity and sexual orientation are different.</p> |
| <b>A Love of Reading</b>  |   |  |   |  |   |  |   |
| <p>'Hello Friend' Rebecca Cobb<br/><br/>'You Choose' Pippa Goodhart &amp; Nick Sharratt<br/><br/>'Giraffes Can't Dance' Giles Andreae<br/><br/>'So Much!' Trish Cooke<br/><br/>'We belong together' Todd Parr / 'Mommy, Mama and Me' Carol Thompson</p>   | <p>'The Colour Monster Goes to School' Anna Llenas<br/><br/>'Owl Babies' Martin Waddell<br/><br/>'The Family Book' Todd Parr<br/><br/>'I will not ever never eat a tomato' Lauren Child<br/><br/>'Super Duper You!' Sophy Henn<br/><br/>'The Same but Different' Molly Potter</p>   | <p>'Who are you?' Smrithi Halls<br/><br/>'Elmer' David McKee<br/><br/>'In my Heart' Jo Whitek<br/><br/>'Grandfather and I' Helen E. Buckley<br/><br/>'All about Families' Felicity Brooks<br/><br/>'All Kinds of People' Emma Damon</p>  | <p>'Only one you!' Linda Kranz<br/><br/>'Amazing Grace' Mary Hoffman (Year 2 spine book)<br/><br/>'I'm Really Ever Not So Well' Lauren Child<br/><br/>'What Makes a Family?' Hannah Bruner<br/><br/>'The Same but Different too' Karl News and Kate Hidley</p>  | <p>What makes me a me? By Ben Faulkes and David Tazzyman<br/><br/>The Great Big Book of Families by Mary Hoffman, then repeat the questions.</p>   | <p>'Part of the Party' (Twinkl book)<br/><br/>'The Dot' by Peter Reynolds</p>   | <p>'Incredible You' by Nathan Reed and Rhys Brisenden<br/><br/>'I Always Try' by Jayneen Sanders<br/><br/>'King &amp; King' by Linda de Haan and Stern Nijland</p>   | <p>'Red' by Michael Hall<br/><br/>'My Shadow is Pink' by Scott Stuart<br/><br/>'Grandad's Pride' by Harry Woodgate</p>  |

**Key Vocabulary**

| Nursery   | Reception | Year 1   | Year 2   | Year 3   | Year 4   | Year 5  | Year 6  |
|---|-----------|--|--|--|--|---|---|
| <p><b>Family:</b> The person or people who love and care for you. Love is at the heart of every happy family.</p> <p><b>Different:</b> Not the same</p> <p><b>Special:</b> Different from others; unique</p> <p><b>Valuable:</b> Considered to be of great worth and importance</p> |           | <p><b>Unique:</b> Being one of a kind</p> <p><b>Family:</b> The person or people who love and care for you.</p> <p><b>Love:</b> caring about someone or something, taking care of them and keeping them safe</p> <p><b>Safe:</b> protected from danger; not likely to be lost or harmed.</p> <p><b>Care:</b> to watch over, tend to or protect another</p> <p><b>Marriage:</b> When two people in a committed, loving relationship enter into a marriage through a wedding ceremony.</p> | <p><b>Unique:</b> Being one of a kind</p> <p><b>Family:</b> The person or people who love and care for you. Healthy families make us feel happy, safe and loved.</p> <p><b>Marriage:</b> a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong.</p> <p><b>Guidance:</b> direction and/or advice provided by a guide</p> <p><b>Basic Needs:</b> Food, clothing, shelter, supervision</p> <p><b>Supervision:</b> The act of watching and person and making sure everything is done correctly and/or safely</p> | <p><b>Identity:</b> A set of qualities and beliefs that make one person or group different from others.</p> <p><b>Qualities:</b> These are characteristics, attributes or personality traits of an individual.</p> <p><b>Individuality:</b> The quality or character of a particular person or thing that distinguishes them from others of the same kind</p> <p><b>Difference:</b> A point or way in which people or things are dissimilar.</p> | <p><b>Family:</b> The person or people who love and care for you.</p> <p><b>Security:</b> The state of being free from danger or threat.</p> <p><b>Relationship:</b> The way in which two or more people or things are connected. This could include being connected by blood (being born into) or marriage.</p> <p><b>Identity:</b> A set of qualities and beliefs that make one person or group different from others.</p> <p><b>Qualities:</b> These are characteristics, attributes or personality traits of an individual.</p> <p><b>Culture:</b> This is a pattern of behaviour shared by a society, or group of people.</p> <p><b>Gender:</b> How you feel. Girl, boy, both or neither. Everyone has a gender identity.</p> | <p><b>Identity:</b> A set of qualities and beliefs that make one person or group different from others.</p> <p><b>Qualities:</b> These are characteristics, attributes or personality traits of an individual.</p> <p><b>Diversity</b><br/>The important message is that we should be respectful of our differences, and embrace our diversity as that makes the world a special place!</p> <p><b>Marriage:</b> the legally or formally recognised union of two people as partners in a personal relationship</p> | <p><b>Lifestyle:</b> the way in which a person lives.</p> <p><b>Marriage:</b> the legally or formally recognised union of two people as partners in a personal relationship</p> <p><b>Civil Partnership:</b> a legally recognised union of a same-sex couple, with rights similar to those of marriage</p> <p><b>Identity:</b> the fact of being who or what a person or thing is</p> <p><b>Self-worth:</b> confidence in one's own worth or abilities; self-respect</p> <p><b>Gender Identity:</b> a person's perception of having a particular gender, which may or may not correspond with their birth sex.</p> <p><b>Sexual Orientation:</b> a person's sexual identity in relation to the gender to which they are attracted</p> |