

St Chad's Curriculum 2022

Character Education Long Term Plan						
Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	EYFS Framework: <ul style="list-style-type: none"> • Communication and Language • Personal, Social and Emotional Development • Physical Development • Understanding the World 	EYFS Framework <ul style="list-style-type: none"> • Communication and Language • Personal, Social and Emotional Development • Physical Development • Understanding the World 	EYFS Framework <ul style="list-style-type: none"> • Communication and Language • Personal, Social and Emotional Development • Physical Development • Understanding the World 	EYFS Framework <ul style="list-style-type: none"> • Communication and Language • Personal, Social and Emotional Development • Physical Development • Understanding the World 	EYFS Framework <ul style="list-style-type: none"> • Communication and Language • Personal, Social and Emotional Development • Physical Development • Understanding the World 	EYFS Framework <ul style="list-style-type: none"> • Communication and Language • Personal, Social and Emotional Development • Physical Development • Understanding the World
Y1/2	Me and My School	Me and My Safety	Me in the World	Me in My Relationships	Happy and Healthy Me	Me and Other People
Y3/4	Me and My School	Me and My Safety	Me in the World	Me in My Relationships	Happy and Healthy Me	Me and Other People
Y5/6	Me and My School	Me and My Safety	Me in the World	Me in My Relationships	Happy and Healthy Me	Me and Other People

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Progression of skills, knowledge and vocabulary

		Communication and Language	Personal, Social and Emotional Development	Physical Development
End of EYFS	Key Concepts	<ul style="list-style-type: none"> Listening, attention and understanding Ideas and feelings Point of view Problem-solving 	<ul style="list-style-type: none"> Goals and achievement Building confidence Finding solutions Rules Feelings Choices Building relationships Perspectives of others Keeping healthy 	<ul style="list-style-type: none"> Developing gross motor skills Increasing independence
	Skills (objectives)	<ul style="list-style-type: none"> Participate in small group, and one-to-one discussions Offer own ideas using recently introduced vocabulary Offer explanations for why things might happen Express their ideas and feelings about their experiences 	<ul style="list-style-type: none"> Show an understanding of their own feelings and those of others Set and work towards simple goals Give focused attention to what the teacher says, responding appropriately even when engaged in activity Follow instructions Be confident to try new activities and show independence and perseverance Explain the reasons for rules Manage own basic hygiene and personal needs, including dressing, going to the toilet and understanding healthy food choices Work and play co-operatively and take turns with others 	<ul style="list-style-type: none"> Be increasingly independent when they get dressed and undressed Develop skills they need to manage the school day successfully (for e.g., lining up and queuing, mealtimes) Negotiate space and obstacles safely with consideration for themselves and others
	RSHE Links	Safety, emotions, feelings, respect	Body, healthy eating, hygiene	Safety, confidence, respect, awareness, independence
	Vocabulary	Respect, ideas, feelings, friend	Healthy, Clean, Wash, Exercise, Care, Sleep, turn-taking, instruction	Responsible, school, dress, undress, independent
		Understanding the World		
	Key Concepts	<ul style="list-style-type: none"> Family 		

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		<ul style="list-style-type: none"> • Community • Different beliefs • Roles in society 		
	Skills (objectives)	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society • Know some similarities and differences between different religions and cultural communities in the United Kingdom • Show an interest in different occupations • Talk about members of their immediate family and community 		
	RSHE Links	Safety, emotions, trust, security, community		
	Vocabulary	Different, same, family, people, religion, community, role		
		Me and My School	Happy and Healthy Me	Me in the World
End of Y2	Key Concepts	<ul style="list-style-type: none"> • Class Rules • School Council • Qualities of a Representative 	<ul style="list-style-type: none"> • Parts of the Body • Health and Wellbeing • Healthy Lifestyle 	<ul style="list-style-type: none"> • Pets and Animals • Local Area • Money
	Skills (objectives)	<ul style="list-style-type: none"> • Explain the need for rules and how they help them • Discuss ideas with one or more people • Identify a law that adults must follow • Describe the role of School Council and the skills a School Council member needs • Explain ways to deal with different feelings particularly negative ones 	<ul style="list-style-type: none"> • Name boy's and girl's body parts • Describe the differences between boys and girls • Describe how to keep different parts of the body clean • Describe how common infections are spread • Explain ways to limit or avoid infections • Describe the components of a balanced diet • Put together a healthy lunchbox • Describe the contribution physical activity and sleep make to our well being 	<ul style="list-style-type: none"> • Describe some of the positive and negative features of the local environment • Take part in a discussion with the whole class • Describe positive things about the local area and how people look after it • Describe negative things about the area and understand that they can contribute to making it better • Take part in a simple debate
	RSHE Links	Relationships, people, getting on with others, emotions	Parts of the body, germs and diseases	Keeping safe, people, environment

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	Vocabulary	Rules, help, safety, choice, respect, manners, difference, representative, roles, views	Change, needs, grow, develop, healthy, exercise, lifestyle, self-care	Choice, reason, culture, right, wrong, cost, money, responsibility, needs, rights, wants, contribution
		Me and My Safety	Me and My Relationships	Me and Other People
	Key Concepts	<ul style="list-style-type: none"> Medicines (safe and unsafe) Places People 	<ul style="list-style-type: none"> Types of Relationships Making choices Behaviour and impact on others Resolving conflict 	<ul style="list-style-type: none"> Identity Groups and belonging Race and Religion
	Skills (objectives)	<ul style="list-style-type: none"> Name some unsafe situations Describe how to keep themselves safe in relation to unsafe things, unsafe places, and people Know how to make a call to the emergency services Explain the differences between secrets and surprises Recognise that they should not keep adult's secrets 	<ul style="list-style-type: none"> Describe how their behaviour affects other people Play and work co-operatively with others Identify strategies to resolve simple arguments Identify that there are different types of teasing and bullying Recognise that teasing and bullying are wrong and unacceptable Explain how to resist bullying, 	<ul style="list-style-type: none"> Describe differences and similarities between boys and girls Describe different types of families Describe similarities between people of different races in the UK Understand that Britain is a diverse place
	RSHE Links	Keeping safe, people, relationships	Behaviour, changing relationships, conflict, teasing and bullying, getting on with others	Gender, stereotypes, relationships
	Vocabulary	Risk, dangerous, safe, unsafe, help, doctor, nurse, chemist, danger, help, emergency	Special, self-respect, achievement, groups, belonging, identity, safe, different, family, relationship, friends	Group, community, belonging, culture, include, exclude, fair, unfair, bullying
		Me and My School	Happy and Healthy Me	Me in the World
End of Y4	Key Concepts	<ul style="list-style-type: none"> Class Rules School Council Valuing themselves Strengths and Weaknesses 	<ul style="list-style-type: none"> Healthy Lifestyle Balanced Diet Making choices (good and bad habits) Bacteria and Viruses Drugs 	<ul style="list-style-type: none"> Managing Money Good Value Rights and Responsibilities Jobs and Duties
	Skills (objectives)	<ul style="list-style-type: none"> Contribute to class rules Explain what democracy means Understand their role in the democratic process Describe the role of a chairperson and secretary 	<ul style="list-style-type: none"> Identify a range of things which keep them healthy Explain what makes them ill Recognise ways to reduce the spread of bacteria and viruses 	<ul style="list-style-type: none"> Explain what a right is Explain what a responsibility is Describe how people campaign for their rights and those of other people Describe what a duty is

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		<ul style="list-style-type: none"> • Explain the democratic process of the School Council elections • Express an opinion in a respectful way • Explain how to raise an issue with the local councillor 	<ul style="list-style-type: none"> • Recognise that diseases can be prevented through vaccination and immunisation • Identify different types of allergies • Describe what to do if they are with someone who is having a severe allergic reaction • Describe ways we can help ourselves feel better when we are ill • Explain reasons medicines could be dangerous • Recognise that all drugs are not medicines • Understand how smoking can affect health • Understand what a habit is and recognise that habits can be good and bad • Explain that during puberty the body changes from a child to an adult • Reflect on how they have changed and how they may change in the future 	<ul style="list-style-type: none"> • List a range of jobs in school and in the local community • List the responsibilities and duties people have to the environment
RSHE Links	Identity, people, choices, influences	Health, body, hygiene	Stereotypes, culture, choices	
Vocabulary	Rule, positive, agree, democracy, majority, fair, minority, ballot, vote, democracy, politics, class council, representative, chairperson, secretary, respect, opinion, free speech, view	Healthy, exercise, food, water, ill, unwell, bacteria, virus, germs, spread, hygiene, disease, injection, immunisation, allergy, reaction, medicine, drug, danger, risk, drugs, tobacco, alcohol, smoke, negative, positive, lungs, cancer, irritate	Responsibility, stereotypes, rights, choices, duty, jobs, environment, community	
	Me and My Safety	Me and My Relationships	Me and Other People	
Key Concepts	<ul style="list-style-type: none"> • Types of risks • Road Safety • Safety in School • Responsibility of my safety and the safety of others • E-Safety 	<ul style="list-style-type: none"> • Different types of relationships • What makes a good friend? • Feelings of other people • Developing relationships • Puberty 	<ul style="list-style-type: none"> • Identity • Local Community and School • Communities including Britain • Respect and Tolerance 	

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	Skills (objectives)	<ul style="list-style-type: none"> List potential hazards at home, in school and the local area Identify possible dangers from the hazards Explain how school rules help to keep them safe Explain how rules and laws keep them safe Explain ways to keep safe online Explain ways to keep themselves safe 	<ul style="list-style-type: none"> Accept their own feelings and understand how they affect behaviour Explain that feelings change during puberty and that their feelings and actions can impact on others Explain that some parts of their body are private Understand that nobody should make them do something they don't want to do or makes them feel bad Recognise that they have the right to say no Know when they should or should not agree to keep something confidential or a secret Know when it is right to 'break a confidence' or 'share a secret' Recognise strong feelings and when they may have these Say where and how to get help, share feelings and help themselves Have discussed their feelings about arguments and violence 	<ul style="list-style-type: none"> Recognise the range of identities in Britain today Explain why respect and tolerance are important Accept and appreciate a range of identities
	RSHE Links	Safety online, relationships, choices	Body processes, feelings, responsibility, relationships, puberty, rights	Different relationships, identity, choices
	Vocabulary	Risks, consequences, danger, hazard, rule, law, breaking laws, safe, online, password, personal information, CEOP button, secret	Feelings, emotions, moods, relationships, safe, unsafe, acceptable, private, unacceptable, support, share, relief, regret	Tolerance, similarities, respect, differences, contribute, courtesy, manners
		Me and My School	Happy and Healthy Me	Me in the World
End of Y6	Key Concepts	<ul style="list-style-type: none"> Class Rules School Council Contribution to the School Achievements and Goals Opportunities and Challenges of Y6 	<ul style="list-style-type: none"> Physical Health Emotional Health What can affect our health including the media? Body Changes Periods Feelings during Puberty 	<ul style="list-style-type: none"> Laws in the UK Parliament Environment and Sustainability Public Money Personal Money (loans, debt, and interest) Pressure Groups and Charities

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Skills (objectives)	<ul style="list-style-type: none"> Recognise some of their strengths Identify challenges and suggest ways to overcome challenges Describe the role of a School Council representative Describe how people apply for jobs Write an application for a job in school Recognise the different roles they take on in school and at home Identify when there may be conflicts between these 	<ul style="list-style-type: none"> List the physical, emotional, and social changes that take place during puberty Explain strategies to manage their own feelings and experiences during puberty Know the correct names for functions of the internal organs of the body Know what menstruation is and about the menstruation on cycle Know some basic facts about pregnancy and conception Explain key facts about health and wellbeing 	<ul style="list-style-type: none"> Explain a range of groups and identify local examples Explain the role of a pressure group Present findings to other people Plan appropriate actions to address and issue of interest to them Ask appropriate questions to find out more information on a given topic Explain how the media present information Take part in appropriate action or activity Identify skills used and their project
RSHE Links	Choices, identity, influence, voice	Menstruation, internal sexual organs, gender stereotypes, body	Stereotypes, culture, choices
Vocabulary	Skills, attributes, achievement, change, goals, challenge, overcome, help, support, School Council representative, role, responsibility, duty, conflict, compromise, plan	Puberty, emotional, physical, social, compromise, negotiate, fallopian tube, ovary, cervix, vagina, bladder, penis, scrotum, sperm duct, testicle, urethra, menstruation, reproductive organs, periods, ovaries, breasts, change, balance, choice, sexual intercourse	Identity, appropriate, skills, role, pressure group, laws, environment, parliament, money, loans, debt, interests, charities
	Me and My Safety	Me and My Relationships	Me and Other People
Key Concepts	<ul style="list-style-type: none"> When do I feel unsafe? Drugs (Solvent and Alcohol) Pressure (Peer Pressure and Drug Use) Strategies for decision-making and saying no 	<ul style="list-style-type: none"> Puberty Emotions Anti-Social Behaviour Nature and Consequences of Bullying Changing Friendships and Relationships 	<ul style="list-style-type: none"> Identities in the UK Celebration of Diversity Life in other Countries Racism Stereotypes (including challenging stereotypes)
Skills (objectives)	<ul style="list-style-type: none"> Explain some of the effects and dangers or drugs on the individual Explain some of the effects and dangers or drugs on communities and the environment 	<ul style="list-style-type: none"> Have the opportunity to think about the impact of gender stereotypes Have the opportunity to think about the consequences of racial bullying 	<ul style="list-style-type: none"> Understand how over time people can make a difference Be able to express their own point of view and that of others Understand what stereotyping is

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		<ul style="list-style-type: none"> • Explain some consequences of decisions • Use basic first aid skills including getting help • List some sources of help and advice available to them 	<ul style="list-style-type: none"> • Identify what they are and are not looking forward to as they grow up and discuss ways of allaying fears • Identify ways of coping with growing up 	<ul style="list-style-type: none"> • Have strategies to manage difficult situations • Consider their own point of view and that of others
	RSHE Links	Safety online, relationships, choices, drugs	Changes in boys and girls, menstruation, periods, gender stereotypes, identity	Different relationships, identity, choices, influence, respect
	Vocabulary	Law, illegal, legal, effect, risk, health, community, society, choice, consequence, advice, first aid, emergency, help, support	Law, stereotype racism, bullying, actions, consequences, future, hope, fear, positive, negative, puberty, feelings	Values, challenge, change, respect, tolerance, stereotype, resolve, point of view