



Community, Aspiration, Resilience and Emotional Well-Being (CARE):

The four elements included in this document (**C**ommunity, **A**spiration, **R**esilience and **E**motional Well-being) are unique to our curriculum. Their purpose is to create a clear focus on the personal development of the child as a whole.

We believe strongly that children should develop the knowledge and skills to achieve a deep sense of belonging and understand how to be responsible and active members of the local **community** and the wider world.

We are passionate about encouraging children to be **aspirational**, with high expectations for themselves and others, understanding there are no limits to what they can achieve with hard work and dedication.

We also believe whole-heartedly in developing learners with positive and **resilient** learning attitudes, whilst also nurturing, through explicit teaching, their ability to look after their own **emotional well-being**.

Within this element of our curriculum, there is a strong emphasis on **keeping safe** and a focus on fundamental **British Values** (BV). We acknowledge that this element has strong links with PSHE (Personal, Social & Health Education).

	Community (Draft)	Aspiration (Draft)	Resilience (Draft)	Emotional Well-being * anxiety
N	<p>Knowledge:</p> <ul style="list-style-type: none"> ● Know that people have wants ● Know some similarities and differences between people (BV) ● Know some rules and why they are important (BV) <p>Skills:</p> <ul style="list-style-type: none"> ● Can begin to ask questions ● Can begin to share ideas with others ● Can see similarities and differences between people when shown by an adult (BV) ● Can begin to make decisions that affect them ● Can begin to say why we have rules (BV) 	<p>Knowledge:</p> <ul style="list-style-type: none"> ● Know that you can visit new places ● Know what a job is <p>Skills:</p> <ul style="list-style-type: none"> ● Can say what places I have visited ● Can link the jobs I know to my family 	<p>Self-Organisation</p> <ul style="list-style-type: none"> ● Put my coat on with help ● Sit on the carpet when asked <p>Planning (Tasks)</p> <ul style="list-style-type: none"> ● Can collect resources for a task <p>Monitoring (Tasks)</p> <ul style="list-style-type: none"> ● Can change my approach to a task as I am doing it, with adult support e.g. Can decide that a model will not be stable and strengthen it <p>Evaluating (Tasks)</p> <ul style="list-style-type: none"> ● Can begin to reflect on the success of a task at the end e.g. Can say why they were pleased with their work ● Can positively engage with feedback 	<p>Knowledge:</p> <ul style="list-style-type: none"> ● Can name some feelings e.g. happy and sad ● Can say what I am good at ● Know ways to manage feelings ● Know how to keep themselves clean e.g. washing hands ● Knows which adults in school can help them <p>Skills:</p> <ul style="list-style-type: none"> ● Can begin to say how people are feeling ● Can tell an adult that I like why I am upset ● Begin to manage feelings ● Begin to say why something is fair or unfair

R	<p>Knowledge:</p> <ul style="list-style-type: none"> • Know that people have needs and wants • Know some of the groups they belong to • Know some similarities and differences between people (BV) • Know that voting is sometimes used to make decisions (BV) • Know some rules and why they are important (BV) <p>Skills:</p> <ul style="list-style-type: none"> • Can begin to ask questions about issues that are suggested to them • Can begin to share ideas about these issues with others • Can begin to identify similarities and differences between people (BV) • Can begin to make decisions that affect them and their communities • Can vote according to their own opinions (BV) • Can begin to say why we have rules (BV) 	<p>Knowledge:</p> <ul style="list-style-type: none"> • Know that you can visit new places • Know what a job is • Know that I should try hard <p>Skills:</p> <ul style="list-style-type: none"> • Can say what places I have visited • Can link the jobs I know to the people I know • Can identify how I try hard 	<p>Self-Organisation</p> <ul style="list-style-type: none"> • Hang my coat up • Put my coat on, sometimes with help • Put my book bag away • Sit in my carpet place <p>Planning (Tasks)</p> <ul style="list-style-type: none"> • Can begin to plan how to approach a task e.g. Can collect resources for a task <p>Monitoring (Tasks)</p> <ul style="list-style-type: none"> • Can monitor and adapt my approach to a task as I am doing it, with adult support e.g. Can decide that a model will not be stable and strengthen it <p>Evaluating (Tasks)</p> <ul style="list-style-type: none"> • Can reflect on the success of a task at the end e.g. Can say why they were pleased with their work • Can positively engage with feedback 	<p>Knowledge:</p> <ul style="list-style-type: none"> • Can name some feelings • Can name some of their own positive qualities • Know ways to manage feelings in a positive way • Know how to keep themselves clean e.g. washing hands, keeping their hair tidy, brushing teeth • Know that people grow from young to old • Knows which adults in school can help them with their worries <p>Skills:</p> <ul style="list-style-type: none"> • Can begin to say how people are feeling by looking at their facial expressions • Can tell an adult that I like why I am upset • Begin to manage feelings in a positive way • Begin to say why something is fair or unfair
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Y1	<p>Knowledge:</p> <ul style="list-style-type: none"> • Know that people have needs and wants • Know some of the groups they belong to • Know how to recognise similarities and differences between people (BV) • Know that people should be treated equally - sex • Know that voting is sometimes used to make decisions and this is called democracy (BV) • Know some rules and why they are important (BV) <p>Skills:</p> <ul style="list-style-type: none"> • Can ask questions about issues that are suggested to them • Can share ideas about these issues with others • Can identify similarities and differences between people (BV) • Can identify how people should be treated equally - sex • Can make decisions that affect them and their communities • Can vote according to their own opinions (BV) • Can say why we have rules (BV) 	<p>Knowledge:</p> <ul style="list-style-type: none"> • Know that you can visit new places • Know what a job is and learning gives you more job choices • Know that I should try hard • Know some people who have achieved great things from small or difficult beginnings <p>Skills:</p> <ul style="list-style-type: none"> • Can say what places I have visited and have an awareness of places I would like to go • Can link the jobs I know to the people I know • Can identify how I try hard and some of the things that might distract me • Can challenge stereotypes that exist in the world of work e.g. gender, background 	<p>Self-Organisation</p> <ul style="list-style-type: none"> • Hang my coat up • Put my coat on • Put my book bag away • Fill up my drinks bottle • Get changed for PE independently • Sit in my carpet place <p>Planning (Tasks)</p> <ul style="list-style-type: none"> • Can plan how to approach a question or task e.g. Can collect resources for a task <p>Monitoring (Tasks)</p> <ul style="list-style-type: none"> • Can monitor and adapt my approach to a task as I am doing it e.g. Can decide that a model will not be stable and strengthen it <p>Evaluating (Tasks)</p> <ul style="list-style-type: none"> • Can reflect on the success of a task at the end e.g. Can say why they were pleased with their work • Can positively engage with feedback 	<p>Knowledge:</p> <ul style="list-style-type: none"> • Can name some feelings • Can name some of their own positive qualities • Know ways to manage feelings in a positive way • Know how to keep themselves clean e.g. washing hands, keeping their hair tidy, brushing teeth • Know that people grow from young to old • Knows which adults in school can help them with their worries <p>Skills:</p> <ul style="list-style-type: none"> • Can say how people are feeling by looking at their facial expressions • Can tell an adult that I like why I am upset • Begin to manage feelings in a positive way • Begin to share views and opinions about fairness
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<p>Y2</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Know the difference between needs and wants • Know how to recognise similarities and differences between themselves and between the communities to which they belong (BV) • Know that people should be treated equally - sex, age • Know that voting is sometimes used to make decisions and this is called democracy (BV) • Know what respect is (BV) • Know that rules are needed for people's safety and happiness (BV) <p>Skills:</p> <ul style="list-style-type: none"> • Can ask questions to find out about the different groups and communities they belong to (BV) • Can select information from given sources to find answers to these and other questions • Can discuss what is fair and unfair in different situations (BV) • Can suggest how people should be treated equally - sex, age • Can give opinions about issues that affect them • Can suggest how things might be improved in their community through the actions that they or others take • Can vote according to their own opinions, without following their friends (BV) • Can suggest links between a rule and safety and happiness (BV) 	<p>Knowledge:</p> <ul style="list-style-type: none"> • Know that you can visit new places and go abroad on holiday • Know what a job is and learning gives you more job choices • Know why people do jobs and the value it has • Know that I will get a job when I am older • Know the link between learning and getting a job • Know that I should try hard • Know some people who have achieved great things from small or difficult beginnings <p>Skills:</p> <ul style="list-style-type: none"> • Can say what places I have visited and have an awareness of places I would like to go • Can link the jobs I know to the people I know and explain why people do those jobs • Can explain how learning will help me have more job choices in the future • Can identify how I try hard and develop strategies for avoiding distraction • Can challenge stereotypes that exist in the world of work e.g. gender, background 	<p>Self-Organisation</p> <ul style="list-style-type: none"> • Begin to make decisions about what clothes to wear for going outside • Put my book bag away and put things away in it • Change the water in my drinks bottle • Get changed for PE independently and leave my clothes neatly • Sit in my carpet place • Tidy my tray with prompts from an adult • Keep my locker tidy, relying on some prompts and reminding <p>Planning (Tasks)</p> <ul style="list-style-type: none"> • Can plan how to approach a question or task e.g. Can tell someone else about how they will approach a task <p>Monitoring (Tasks)</p> <ul style="list-style-type: none"> • Can monitor and adapt my approach to a task as I am doing it e.g. Is open to changing approach when given feedback <p>Evaluating (Tasks)</p> <ul style="list-style-type: none"> • Can reflect on the success of a task at the end e.g. Can say why they were pleased with their work and act on improvements suggested by an adult • Can positively engage with feedback 	<p>Knowledge:</p> <ul style="list-style-type: none"> • Know that they need sun protection • Know what keeps them healthy e.g. exercise and rest • Know the main parts of the body • Know the harmful aspects of some household products and medicines • Know what bullying is and that it is wrong • Know some ways to get help with bullying • Know that people have similarities and differences • Know ways that family and friends should care for one another • Knows which adults in school can help them with their worries <p>Skills:</p> <ul style="list-style-type: none"> • Can make simple choices about some aspects of their health and well-being (e.g. choosing between different foods, physical activities etc.) • Can describe ways of keeping safe in familiar situations e.g. how and where to cross the road • Can tell an adult that I like why I am upset or why a situation is unsafe • Can recognise the effect of their behaviour on other people • Can cooperate with others • Show respect towards similarities and differences (BV)
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<p>Y3</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Know some places where they can find answers to questions • Know what respect is (BV) • Know that others have different viewpoints and that should be respected (BV) • Know that people should be treated equally - sex, age, race • Know that, in a democracy, people have a say in what happens locally and nationally (BV) • Know some of the rights and responsibilities people have towards each other and the environment e.g. recycling and plastic use • Know the link between rules, law and freedom (BV) <p>Skills:</p> <ul style="list-style-type: none"> • Can explore issues that affect people in their neighbourhood and wider communities in different ways • Can discuss issues and differences and communicate their ideas to others with respect (BV) • Can explain how people should be treated equally - sex, age, race • Can describe some of the different features of their communities and how they are changing • Can identify what could be done to change things in communities • Can plan some action and take part in decision-making activities with others • Can vote according to their own opinions, without following their friends (BV) • Can suggest links between rules and laws and their reasons (BV) 	<p>Knowledge:</p> <ul style="list-style-type: none"> • Know you can move to live in new places for different reasons • Know what a job is and learning gives you more job choices • Know why people do jobs and the value it has • Know that I will get a job when I am older • Know the link between learning and getting a job • Know that I should try hard • Know how to look after and save money • Know some people who have achieved great things from small or difficult beginnings <p>Skills:</p> <ul style="list-style-type: none"> • Can say what places I have visited and have an awareness of places I would like to go • Can describe a range of jobs • Can link the jobs I know to the people I know and explain why people do those jobs • Can explain how they will develop skills to work in the future • Can explain how learning will help me have more job choices in the future • Can identify how I try hard and develop strategies for avoiding distraction • Can challenge stereotypes that exist in the world of work e.g. gender, background 	<p>Self-Organisation</p> <ul style="list-style-type: none"> • Make decisions about what clothes to wear for going outside • Manage my book bag independently • Manage my drinks bottle independently • Get changed for PE independently and quickly, leaving my clothes neatly • Take more responsibility for keeping my tray tidy • Keep my locker tidy, relying on an occasional prompt/reminder <p>Planning (Tasks)</p> <ul style="list-style-type: none"> • Can plan how to approach a question or task e.g. Can tell someone else about how they will approach a task and is willing to change their plan after listening to the ideas of others <p>Monitoring (Tasks)</p> <ul style="list-style-type: none"> • Can monitor and adapt my approach to a task as I am doing it e.g. Beginning to change approach independently during a task <p>Evaluating (Tasks)</p> <ul style="list-style-type: none"> • Can reflect on the success of a task at the end e.g. Can say why they were pleased with their work and can begin to suggest their own improvements • Can positively engage with feedback 	<p>Knowledge:</p> <ul style="list-style-type: none"> • Know how to face new challenges in a positive way • Knows which adults in school can help them with their worries <p>Skills:</p> <ul style="list-style-type: none"> • Can recognise their own worth and that of others e.g. making positive comments about themselves and others • Can express their views and feelings confidently, using a trusted adult to confide in • Can show respect for the views of others (BV)
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Y4	<p>Knowledge:</p> <ul style="list-style-type: none"> ● Know some places where they can find answers to questions ● Know what respect is (BV) ● Know what tolerance is (BV) ● Know that others have different viewpoints and that should be respected (BV) ● Know that people should be treated equally - sex, age, race ● Know that, in a democracy, people have a say in what happens locally and nationally (BV) ● Know some of the rights and responsibilities people have towards each other and the environment e.g. recycling and plastic use ● Know the link between rules, law and freedom (BV) <p>Skills:</p> <ul style="list-style-type: none"> ● Can explore issues that affect people in their neighbourhood and wider communities in different ways ● Can demonstrate respect and tolerance towards others (BV) ● Can discuss issues and differences and communicate their ideas to others (BV) ● Can describe some of the different features of their communities and how they are changing ● Can explain how people should be treated equally - sex, age, race ● Can identify what could be done to change things in communities ● Can plan some action and take part in decision-making activities with others ● Can explain why they have voted for a specific action (BV) ● Can suggest links between rules and laws and their reasons (BV) 	<p>Knowledge:</p> <ul style="list-style-type: none"> ● Know you can move to live in new places for different reasons ● Know what a job is and learning gives you more job choices ● Know why people do jobs and the value it has ● Know that I will get a job when I am older ● Know the link between learning and getting a job ● Know that I should try hard ● Know that working hard at school can lead to greater opportunity when I am older ● Know how to look after and save money ● Know some people who have achieved great things from small or difficult beginnings <p>Skills:</p> <ul style="list-style-type: none"> ● Can say what places I have visited and have an awareness of places I would like to go ● Can describe a range of jobs ● Can link the jobs I know to the people I know and explain why people do those jobs ● Can explain how they will develop skills to work in the future ● Can explain how learning will help me have more job choices in the future ● Can identify how I try hard and develop strategies for avoiding distraction ● Can reflect on why new challenges are exciting and the opportunities they provide ● Can challenge stereotypes that exist in the world of work e.g. gender, background 	<p>Self-Organisation</p> <ul style="list-style-type: none"> ● Take responsibility for wearing the right clothes ● Manage my book bag independently ● Manage my drinks bottle independently ● Take full responsibility for getting changed quickly and efficiently ● Take full responsibility for keeping my tray tidy ● Take more responsibility for keeping my locker tidy <p>Planning (Tasks)</p> <ul style="list-style-type: none"> ● Can plan how to approach a question or task e.g. Can produce a paper plan for approaching a task and is willing to change their plan after listening to the ideas of others <p>Monitoring (Tasks)</p> <ul style="list-style-type: none"> ● Can monitor and adapt my approach to a task as I am doing it e.g. Beginning to change approach independently during a task <p>Evaluating (Tasks)</p> <ul style="list-style-type: none"> ● Can reflect on the success of a task at the end e.g. Can say why they were pleased with their work and can begin to suggest and act on their own improvements ● Can positively engage with feedback 	<p>Knowledge:</p> <ul style="list-style-type: none"> ● Know some factors that affect emotional health and well-being e.g. exercise and dealing with emotions ● Know what bullying is and what it is not ● Knows which adults in school can help them with their worries <p>Skills:</p> <ul style="list-style-type: none"> ● Can make choices about how to develop healthy lifestyles e.g. healthy diet and regular exercise ● Can talk about their feelings with peers and adults, confiding in a trusted adult when necessary
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Y5	<p>Knowledge:</p> <ul style="list-style-type: none"> ● Know some of the ways in which people can participate in democracy in the UK and how they can change things (BV) ● Know how justice is applied in some situations with links to rules, law and individual liberty (BV) ● Know some of the diverse groups and communities in the UK and wider world (with reference to respect and tolerance) (BV) ● Know that people should be treated equally - sex, age, race <p>Skills:</p> <ul style="list-style-type: none"> ● Can investigate issues and differences affecting communities using a range of sources (BV) ● Can identify different viewpoints involved in a situation and treat them with respect (BV) ● Can reason why people should be treated equally - sex, age, race ● Can decide what justice is fair in a given situation (BV) ● Can make informed contributions to debates and give reasons for their vote/view (BV) ● Can discuss situations where rights or responsibilities conflict ● Can work with others to plan and carry out a course of action to address issues that they feel are significant in their communities. 	<p>Knowledge:</p> <ul style="list-style-type: none"> ● Know you can move to live in new places to create better opportunities for yourself ● Know what a job is and learning gives you more job choices ● Know why people do jobs and the value it has ● Know that I will get a job when I am older ● Know some different pathways to employment: apprenticeships, university etc. ● Know the link between learning and getting a job ● Know that I should try hard ● Know that working hard at school can lead to greater opportunity when I am older ● Know how to look after and save money ● Know some people who have achieved great things from small or difficult beginnings <p>Skills:</p> <ul style="list-style-type: none"> ● Can say what places I would like to go and experiences I would like to have ● Can describe a range of careers and how they are different from jobs ● Can link the jobs I know to the people I know and explain why people do those jobs ● Can explain how they will develop skills to work in the future ● Can explain how learning will help me have more job choices in the future ● Can identify how I try hard and develop strategies for avoiding distraction ● Can reflect on why new challenges are exciting and the opportunities they provide ● Can challenge stereotypes that exist in the world of work e.g. gender, background 	<p>Self-Organisation</p> <ul style="list-style-type: none"> ● Take responsibility for wearing the right clothes ● Take full responsibility for getting changed quickly and efficiently ● Take full responsibility for keeping my tray tidy ● Take full responsibility for keeping my locker tidy ● Take full responsibility for completing homework <p>Planning (Tasks)</p> <ul style="list-style-type: none"> ● Can plan how to approach a question or task e.g. Is beginning to make choices about planning differently, according to the demands of the task <p>Monitoring (Tasks)</p> <ul style="list-style-type: none"> ● Can monitor and adapt my approach to a task as I am doing it e.g. Can make good choices about when to modify their work and when to start again <p>Evaluating (Tasks)</p> <ul style="list-style-type: none"> ● Can reflect on the success of a task at the end e.g. Can begin to independently improve work without interaction with an adult ● Can positively engage with feedback 	<p>Knowledge:</p> <ul style="list-style-type: none"> ● Know some ways of resisting negative peer pressure ● Know how negative peer pressure can affect their health and well-being ● Know some of the risks in different familiar situations e.g. personal safety ● Know how to maintain good relationships with people ● Knows which adults in school can help them with their worries <p>Skills:</p> <ul style="list-style-type: none"> ● Can make judgements and decisions in resisting negative peer pressure ● Can explain how their actions have consequences for themselves and others ● Can describe the nature and consequences of bullying ● Can express ways of responding to bullying

Y6	<p>Knowledge:</p> <ul style="list-style-type: none"> ● Know some of the ways in which people can participate in democracy in the UK and how they can change things (BV) ● Know the key features of the political and justice systems in the UK, with reference to individual liberty (BV) ● Know some examples of how the UK is a diverse society, interconnected with the wider world (with reference to respect and tolerance) (BV) ● Know that people should be treated equally - sex, age, race <p>Skills:</p> <ul style="list-style-type: none"> ● Can use different methods of enquiry and sources of information to investigate issues and use them to inform a vote (BV) ● Can identify a range of viewpoints and treat them with respect and tolerance (BV) ● Can weigh up different viewpoints ● Can draw conclusions ● Can discuss their arguments clearly with respect to other views (BV) ● Can justify why people should be treated equally - sex, age, race ● Can give relevant reasons for their views. ● Can decide what is fair and unfair to individuals and groups in different situations, including justice (BV) ● Can work with others to plan and carry out actions aimed at making a difference to the lives of others. ● Can explain the impact of actions taken 	<p>Knowledge:</p> <ul style="list-style-type: none"> ● Know you can move to live in new places to create better opportunities for yourself ● Know what a job is and learning gives you more job choices ● Know why people do jobs and the value it has ● Know that I will get a job when I am older ● Know some different pathways to employment: apprenticeships, university etc. ● Know some of the qualifications needed to get aspirational jobs ● Understand the financial element of different careers and pathways ● Know that good SATs results makes good GCSE results more likely ● Know how important GCSEs are ● Know where good GCSEs can lead e.g. college, university ● Know the link between learning and getting a job ● Know that I should try hard ● Know that working hard at school can lead to greater opportunity when I am older ● Know how to look after and save money ● Know some people who have achieved great things from small or difficult beginnings <p>Skills:</p> <ul style="list-style-type: none"> ● Can say what places I would like to go and experiences I would like to have ● Can describe a range of careers and how they are different from jobs ● Can link the jobs I know to the people I know and explain why people do those jobs ● Can explain how they will develop skills to work in the future 	<p>Self-Organisation</p> <ul style="list-style-type: none"> ● Take responsibility for wearing the right clothes ● Take full responsibility for getting changed quickly and efficiently ● Take full responsibility for keeping my tray tidy ● Take full responsibility for keeping my locker tidy ● Take full responsibility for completing homework <p>Planning (Tasks)</p> <ul style="list-style-type: none"> ● Can plan how to approach a question or task e.g. Is consistently making choices about planning, according to the demands of the task <p>Monitoring (Tasks)</p> <ul style="list-style-type: none"> ● Can monitor and adapt my approach to a task as I am doing it e.g. Can make quick choices about changing approach to their work or start again <p>Evaluating (Tasks)</p> <ul style="list-style-type: none"> ● Can reflect on the success of a task at the end e.g. Can independently improve work without interaction with an adult ● Can positively engage with feedback 	<p>Knowledge:</p> <ul style="list-style-type: none"> ● Know commonly available substances and drugs, both legal and illegal ● Know how to maintain good relationships with people ● Knows which adults in school can help them with their worries <p>Skills:</p> <ul style="list-style-type: none"> ● Can describe the effects and risks of legal and illegal substances ● Can explain how their actions have consequences for themselves and others ● Can describe the nature and consequences of bullying ● Can express ways of responding to bullying ● Can show respect and tolerance towards people different from themselves (BV)

		<ul style="list-style-type: none">• Can explain how learning will help me have more job choices in the future• Can find out about opportunities and what is needed to get there• Can map a route from my current place to an aspirational outcome e.g. the path to becoming a police officer• Can relate learning to jobs that exist• Can identify how I try hard and develop strategies for avoiding distraction• Can reflect on why new challenges are exciting and the opportunities they provide• Can challenge stereotypes that exist in the world of work e.g. gender, background		
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