



Year 1		Each bee plays a part in the hive- "Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ."	
		The pupil can ...	Exemplar materials
<b>Belong</b> 	<b>Communication and Pupil Voice</b>	Recognise, name and deal with feelings in a positive way, noticing some effects of own actions on others. EGC Listen to others and identify how people are feeling (e.g. happy, sad, worried). EGC Identify similarities and differences between their opinions and those of others.	Take turns to express a view, giving reasons for supporting or disagreeing with others in group or class. EGC See that all of their opinions and feelings are valued and have the power to effect positive change.
	<b>Teamwork and Leadership</b>	Discuss similarities and differences between self and others, showing positive attitude towards difference and diversity. EGC Explore how own actions have consequences. EGC Explore some basic ways to avoid, manage and resolve conflict, actively trying to manage own and others' disputes peacefully. EGC	Participate in group activities, showing willingness to play fairly and inclusively with others- taking turns and sharing. EGC Show willingness to listen to the ideas of others, respecting authority and decision-making process. EGC
	<b>Problem Solving and Critical Thinking</b>	Respond positively towards challenge- seeing possible failure as a possible opportunity. Identify what the problem is and positively understand that finding a solution is often not a quick, mistake-free or instant process.	Suggest a way to solve a problem, showing an awareness that there is often more than one possibility. EGC Wonder about ideas and begin to visualise what they might look like. EGC Ask for help if unsure what to do- showing increasing independent use of self-help strategies &resources available.
<b>Believe</b> 	<b>Health and Well-Being</b>	Understand what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. Recognise what I like and dislike, how to make real, informed choices that improve my physical and emotional health, to recognise that choices can have good and not so good consequences. Think about myself, to learn from my experiences and to recognise and celebrate my strengths and set simple but challenging goals. Explain good and not so good feelings. Develop a vocabulary to describe my feelings to others. Use simple strategies for managing feelings about change and loss and the associated feelings (including moving home, losing toys, pets or friends). Explain the importance of and how to maintain personal hygiene.	Express the process of growing from young to old and how people's needs change. Say the names for the main parts of the body (including external genitalia) and discuss the similarities and differences between boys and girls. Understand that household products, including medicines, can be harmful if not used properly. Follow rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment (including rail, water and fire). Describe the people who look after me, their family networks, who to go to if I am worried and how to attract their attention.
	<b>Relationships</b>	Communicate my feelings to others, to recognise how others show feelings and how to respond. Recognise how my behaviour affects other people. Recognise what is fair and unfair, kind and unkind, what is right and wrong. Share my opinions on things that matter to me and explain my views through discussions with one other person and the whole class. Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). Offer constructive support and feedback to others. Identify and respect the differences and similarities between people.	Identify my special people (family, friends, and carers), what makes them special and how special people should care for one another. Judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them). Respect people's bodies and understand that feelings can be hurt (including what makes them feel comfortable and uncomfortable). Recognise when people are being unkind either to me or others, how to respond, who to tell and what to say. Understand that there are different types of teasing and bullying and that these are wrong and unacceptable. Learn to resist teasing or bullying and know who to tell and what to do if I experience it.
	<b>Living in the Wider World</b>	Understand how to contribute to the life of the classroom. Help to construct, and agree to follow, group and class rules and to understand how these rules help me. Understand that people and other living things have needs and that I have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed). Understand that I belong to various groups and communities such as family and school.	Explain what improves and harms my local, natural and built environments and about some of the ways people look after them. Explain that money comes from different sources and can be used for different purposes, including the concepts of spending and saving.
	<b>Creativity and Imagination</b>	Develop awareness of self and own uniqueness, through expressing themselves within their work. EGC Appreciate the uniqueness and value of every person, encouraging others by valuing their work and ideas. EGC Use immersion in a range of stimulus to formulate their own ideas, also reinforcing the view that there are multiple ways of achieving a goal.	Learn to play appropriately with a wide range of resources within an open-ended context. Have idea of what they want to create and discuss what they can use to achieve this from the resources available to them.
	<b>Social Action and Community Involvement</b>	Discuss basic needs for human life and demonstrate the importance of caring and sharing. EGC Identify what is fair and unfair, showing sensitivity to people's feelings and needs. EGC Develop sense of fair play and show willingness to take turns and share. EGC	Develop belief that everyone can do things to improve surroundings and support others. EGC Explain the work of a chosen charity, raising awareness of people's needs within their own community. Explore community needs in: biodiversity, energy, global citizenship, healthy living, litter, marine, school grounds, transport, waste, water. ESch
		<b>Global Learning and Sustainability</b>	Explore immediate and local environment, showing appreciation of, and care for, living things. EGC Identify simple links with other places (e.g. through food), developing a sense of the wider world and how we are interconnected. EGC

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"Bee"long- How will we help pupils to feel part of a team and appreciate each other's work? Have we planned opportunities for pupils to learn how to effectively communicate, work together, problem solve and lead? ✚

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"Bee"have-How will we help pupils to purposefully use the knowledge and skills taught to engage with others, the community and the world?Are there real-life opportunities for the pupils to see the impact of their knowledge, skills or work at a local and global level? ❤️

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Year 2		Each bee plays a part in the hive- "Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ."	
		The pupil can ...	Exemplar materials
<b>Belong</b> 	<b>Communication and Pupil Voice</b>	Recognise, name and deal with feelings in a positive way, noticing some effects of own actions on others. EGC Listen to others and identify how people are feeling (e.g. happy, sad, worried). EGC Identify similarities and differences between their opinions and those of others.	Take turns to express a view, giving reasons for supporting or disagreeing with others in group or class. EGC See that all of their opinions and feelings are valued and have the power to effect positive change. Appreciate how rules can help us, analysing and formulating rules in class and school. EGC
	<b>Teamwork and Leadership</b>	Discuss the similarities and differences between self and others, showing positive attitude towards difference and diversity. EGC Explore how own actions have consequences. EGC Explore some basic ways to avoid, manage and resolve conflict, actively trying to manage own and others' disputes peacefully. EGC	Participate in group activities, showing willingness to play fairly and inclusively with others- taking turns and sharing. EGC Show willingness to listen to the ideas of others, respecting authority and decision-making process. EGC Discuss sense of self-worth and worth of others, exploring the nature of an interdependent team where each role is valued. EGC
	<b>Problem Solving and Critical Thinking</b>	Respond positively towards challenge- seeing possible failure as a possible opportunity. Identify what the problem is and positively understand that finding a solution is often not a quick, mistake-free or instant process. Ask questions that deepen their understanding about "why" or "how" a problem may be happening. EGC	Suggest a way to solve a problem, showing an awareness that there is often more than one possibility. EGC Wonder about ideas and begin to visualise what they might look like. EGC Ask for help if unsure what to do- showing increasing independent use of self-help strategies and resources available. EGC
<b>Believe</b> 	<b>Health and Well-Being</b>	Understand what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. Recognise what I like and dislike, how to make real, informed choices that improve my physical and emotional health, to recognise that choices can have good and not so good consequences. Think about myself, to learn from my experiences and to recognise and celebrate my strengths and set simple but challenging goals. Explain good and not so good feelings. Develop a vocabulary to describe my feelings to others. Use simple strategies for managing feelings about change and loss and the associated feelings (including moving home, losing toys, pets or friends). Explain the importance of and how to maintain personal hygiene. Describe how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others.	Express the process of growing from young to old and how people's needs change. Recognise that growing and changing and new opportunities and responsibilities that increasing independence may bring. Say the names for the main parts of the body (including external genitalia) and discuss the similarities and differences between boys and girls. Understand that household products, including medicines, can be harmful if not used properly. Follow rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment (including rail, water and fire). Describe the people who look after me, their family networks, who to go to if I am worried and how to attract their attention. Recognise that I share a responsibility for keeping myself and others safe. Decide when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'.
	<b>Relationships</b>	Communicate my feelings to others, to recognise how others show feelings and how to respond. Recognise how my behaviour affects other people. Explain the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises. Recognise what is fair and unfair, kind and unkind, what is right and wrong. Share my opinions on things that matter to me and explain my views through discussions with one other person and the whole class. Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). Offer constructive support and feedback to others. Identify and respect the differences and similarities between people.	Identify my special people (family, friends, and carers), what makes them special and how special people should care for one another. Judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them). Respect people's bodies and understand that feelings can be hurt (including what makes them feel comfortable and uncomfortable). Recognise when people are being unkind either to me or others, how to respond, who to tell and what to say. Understand that there are different types of teasing and bullying and that these are wrong and unacceptable. Learn to resist teasing or bullying and know who to tell and what to do if i experience it.
	<b>Living in the Wider World</b>	Understand how to contribute to the life of the classroom. Help to construct, and agree to follow, group and class rules and to understand how these rules help me. Understand that people and other living things have needs and that i have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed). Understand that I belong to various groups and communities such as family and school.	Explain what improves and harms my local, natural and built environments and about some of the ways people look after them. Explain that money comes from different sources and can be used for different purposes, including the concepts of spending and saving. Explain how money plays a part in my life including how to manage my money, keep it safe and make choices about spending money.
	<b>Creativity and Imagination</b>	Develop awareness of self and own uniqueness, through expressing themselves within their work. EGC Appreciate the uniqueness and value of every person, encouraging others by valuing their work and ideas. EGC Use immersion in a range of stimulus to formulate their own ideas, also reinforcing the view that there are multiple ways of achieving a goal.	Learn to play appropriately with a wide range of resources within an open-ended context. Have idea of what they want to create and discuss what they can use to achieve this from the resources available to them. Analyse the resources and stimulus available to them and discuss how it makes them feel or what it makes them think of.

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<b>Behave</b> 	<b>Social Action and Community Involvement</b>	<i>Discuss basic needs for human life and demonstrate the importance of caring and sharing. EGC</i> <i>Identify what is fair and unfair, showing sensitivity to people's feelings and needs. EGC</i> <i>Develop sense of fair play and show willingness to take turns and share. EGC</i>	<i>Develop belief that everyone can do things to improve surroundings and support others. EGC</i> <i>Explain the work of a chosen charity, raising awareness of people's needs within their own community.</i> <i>Explore community needs in: biodiversity, energy, global citizenship, healthy living, litter, marine, school grounds, transport, waste, water. ESch</i>
	<b>Global Learning and Sustainability</b>	<i>Explore immediate and local environment, showing appreciation of, and care for, living things. EGC</i> <i>Identify simple links with other places (e.g. through food), developing a sense of the wider world and how we are interconnected. EGC</i> <i>Discuss living things and their needs and explain how to take care of immediate environment. EGC</i>	<i>Demonstrate sense of wonder and curiosity about the world, exploring their own place, impact and responsibilities within it. EGC</i> <i>Actively start to value resources understanding the possibility of change in the future and the impact on the environment. EGC</i> <i>Explore global needs in: biodiversity, energy, global citizenship, healthy living, litter, marine, school grounds, transport, waste, water. ESch</i>

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Year 3		Each bee plays a part in the hive- "Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ."	
		The pupil can ...	Exemplar materials
<b>Belong</b> 	<b>Communication and Pupil Voice</b>	<p>Listen carefully to others, respectfully stating opinions with clear reasons - showing reflection from feedback or mistakes. EGC</p> <p>Participate in discussions about issues that affect self, others and the wider world, increasingly taking action when something is unfair. EGC</p> <p>Recognise effects of own behaviour on others and use this to help make choices. EGC</p>	<p>Research basic human rights and how some people have these denied, including uneven sharing of power and how some people are excluded from decision-making. EGC</p> <p>Contribute actively and constructively to the life of own class and school, identifying matters that are important to self and others- taking part in making and changing rules. EGC</p> <p>Explore rights in class and school, discussing the need to respect the rights of others. EGC</p>
	<b>Teamwork and Leadership</b>	<p>Give examples of what contributes to self-identity and belonging, developing sense of belonging and valuing of relationships with others. EGC</p> <p>Discuss causes of disagreement and conflict at personal, classroom and household levels, suggesting some ways of avoiding, managing and resolving conflict. EGC</p> <p>Play and work cooperatively, showing willingness to participate in activities both in and out of the classroom. EGC</p>	<p>Explore belief that that everyone should be included and able to participate, helping to ensure that everyone in own group is included. EGC</p> <p>Begin to show tact and diplomacy, listening to different viewpoints and offering solutions or to achieve goals. EGC</p> <p>Show willingness to learn from the experiences of others, listening respectfully to the ideas and views of others even when one disagrees. EGC</p>
	<b>Problem Solving and Critical Thinking</b>	<p>Apply a positive mindset in trying to find a solution and continuing to see possible failure as a possible opportunity. Actively seek to get to the root of a problem by continuing to ask "why".</p> <p>Ask relevant questions that deepen their knowledge and understanding about "why" or "how". EGC</p>	<p>Explore merits of different viewpoints. EGC</p> <p>Explicitly learn and use different approaches to solve problems. EGC</p> <p>Use feelings about changes in own life and locality to apply own experiences to solve problems. EGC</p>
<b>Believe</b> 	<b>Health and Well-Being</b>	<p>Recognise opportunities to make my own choices about food, what might influence their choices and the benefits of eating a balanced diet. .</p> <p>Reflect on and celebrate my achievements, identify my strengths, areas for improvement, set high aspirations and goals.</p> <p>Deepen my understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of my feelings to others.</p> <p>Recognise that I may experience conflicting emotions and when I might need to listen to my emotions or overcome them.</p> <p>Differentiate between the terms, 'risk', 'danger' and 'hazard'.</p> <p>Recognise my increasing independence brings increased responsibility to keep myself and others safe.</p> <p>Understand that bacteria and viruses can affect health and that following simple routines can reduce their spread.</p>	<p>Verbalise the school rules about health and safety, basic emergency aid procedures, where and how to get help.</p> <p>Explain the importance of taking care of my body, understanding that they have autonomy and the right to protect my body from inappropriate and unwanted contact;</p> <p>Discuss strategies for keeping physically and emotionally safe including road safety (including cycle safety- the bike ability programme), safety in the environment (including rail, water and fire safety), and safety online (including social media, the responsible use of ICT and mobile phones).</p> <p>Name who is responsible for helping me stay healthy and safe and ways that I can help these people.</p>
	<b>Relationships</b>	<p>Recognise and respond appropriately to a wider range of feelings in others.</p> <p>Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>Recognise ways in which a relationship can be unhealthy and who to talk to if I need support.</p> <p>Be aware of different types of relationship, including those between acquaintances, friends, relatives and families.</p> <p>Understand that my actions affect themselves and others.</p> <p>Judge what kind of physical contact is acceptable or unacceptable and how to respond.</p> <p>Understand concept of 'keeping something confidential or secret', when I should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p>	<p>Listen and respond respectfully to a wide range of people.</p> <p>Feel confident to raise their own concerns.</p> <p>Recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view.</p> <p>Develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as myself.</p> <p>Understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability.</p> <p>Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language) and I know how to respond and ask for help.</p> <p>Recognise and challenge stereotypes.</p>
	<b>Living in the Wider World</b>	<p>Realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities.</p> <p>Understand that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.</p>	<p>Learn to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p> <p>Understand what being part of a community means, and about the varied institutions that support communities locally and nationally.</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the united kingdom.</p> <p>Think about the lives of people living in other places, and people with different values and customs.</p>
	<b>Creativity and Imagination</b>	<p>Show awareness of, and pride in, own individuality, including their own creativity and imagination. EGC</p> <p>Demonstrate valuing others as equal and different, celebrating others' creativity and imagination. EGC</p> <p>Develop the belief that mistakes are essential to learning and can be turned into opportunities.</p>	<p>Actively discuss what inspires their work, taking time to research ideas.</p> <p>Practise new skills and explore, merging skills from different subject areas.</p> <p>Discuss communicating deeper meaning, themes and purpose within work.</p>
<b>Behave</b>	<b>Social Action and Community Involvement</b>	<p>Explain what fairness means, showing an awareness of, and concern for, people's feelings. EGC</p> <p>Give examples of what it can mean to be "rich" or "poor" in local and other contexts, referring to what is regarded valuable. EGC</p> <p>Show interest in, and concern for, others outside immediate circle and in contexts different to own, showing respect for other people's feelings and ideas. EGC</p>	<p>Demonstrate respect for the rights of others through exploring belief that everyone has equal rights. EGC</p> <p>Discuss belief that people can make a difference, both on their own and when they work together, showing willingness to stand up and speak up for others. EGC.</p> <p>Analyse community needs in: biodiversity, energy, global citizenship, healthy living, litter, marine, school grounds, transport, waste, water. ESch</p>

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	<b>Global Learning and Sustainability</b>	<p>Compare similarities and differences between peoples and places in local setting and also in wider contexts/various parts of the world. EGC</p> <p>Identify links between local community and wider world, actively trying to make connections to make a positive impact on others and self. EGC</p> <p>Show positive and negative impacts of people's actions (including own choices) on others and environment. EGC</p>	<p>Suggest how people can damage or improve the environment, showing concern about the local environment and willingness to care for it. EGC</p> <p>Discuss taking care of resources and not wasting them, reflecting on own attitudes and practices on waste. EGC</p> <p>Analyse global needs in: biodiversity, energy, global citizenship, healthy living, litter, marine, school grounds, transport, waste, water. ESCh</p>
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<b>Year 4</b>		<b>Each bee plays a part in the hive- "Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ."</b>	
		The pupil can ...	Exemplar materials
 <b>Belong</b>	<b>Communication and Pupil Voice</b>	<p><i>Listen carefully to others, respectfully stating opinions with clear reasons - showing reflection from feedback or mistakes. EGC</i></p> <p><i>Participate in discussions about issues that affect self, others and the wider world, increasingly taking action when something is unfair. EGC</i></p> <p><i>Recognise effects of own behaviour on others and use this to help make choices. EGC</i></p>	<p><i>Research basic human rights and how some people have these denied, including uneven sharing of power and how some people are excluded from decision-making. EGC</i></p> <p><i>Contribute actively and constructively to the life of own class and school, identifying matters that are important to self and others- taking part in making and changing rules. EGC</i></p> <p><i>Explore rights in class and school, discussing the need to respect the rights of others. EGC</i></p>
	<b>Teamwork and Leadership</b>	<p><i>Give examples of what contributes to self-identity and belonging, developing sense of belonging and valuing of relationships with others. EGC</i></p> <p><i>Discuss causes of disagreement and conflict at personal, classroom and household levels, suggesting some ways of avoiding, managing and resolving conflict. EGC</i></p> <p><i>Play and work cooperatively, showing willingness to participate in activities both in and out of the classroom. EGC</i></p>	<p><i>Explore belief that that everyone should be included and able to participate, helping to ensure that everyone in own group is included. EGC</i></p> <p><i>Begin to show tact and diplomacy, listening to different viewpoints and offering solutions or to achieve goals. EGC</i></p> <p><i>Show willingness to learn from the experiences of others, listening respectfully to the ideas and views of others even when one disagrees. EGC</i></p>
	<b>Problem Solving and Critical Thinking</b>	<p><i>Apply a positive mindset in trying to find a solution and continuing to see possible failure as a possible opportunity. Actively seek to get to the root of a problem by continuing to ask "why".</i></p> <p><i>Ask relevant questions that deepen their knowledge and understanding about "why" or "how". EGC</i></p>	<p><i>Explore merits of different viewpoints. EGC</i></p> <p><i>Explicitly learn and use different approaches to solve problems. EGC</i></p> <p><i>Use feelings about changes in own life and locality to apply own experiences to solve problems. EGC</i></p>
 <b>Believe</b>	<b>Health and Well-Being</b>	<p><i>Describe what the positive and negative affects my physical, mental and emotional health (including the media). Explain how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.</i></p> <p><i>Recognise opportunities to make my own choices about food, what might influence their choices and the benefits of eating a balanced diet.</i></p> <p><i>Reflect on and celebrate my achievements, identify my strengths, areas for improvement, set high aspirations and goals.</i></p> <p><i>Deepen my understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of my feelings to others.</i></p> <p><i>Recognise that I may experience conflicting emotions and when I might need to listen to my emotions or overcome them.</i></p> <p><i>Discuss change, including transitions (between key stages and schools), loss, separation, divorce and bereavement. Recognise my increasing independence brings increased responsibility to keep myself and others safe.</i></p> <p><i>Understand that bacteria and viruses can affect health and that following simple routines can reduce their spread.</i></p>	<p><i>Explain the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people I know and the media.</i></p> <p><i>Recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes me uncomfortable, anxious or that I believe to be wrong.</i></p> <p><i>Verbalise the school rules about health and safety, basic emergency aid procedures, where and how to get help. Explain what is meant by the term 'habit' and why habits can be hard to change.</i></p> <p><i>Express which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage my immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others.</i></p> <p><i>Understand how my body will, and emotions may, change as they approach and move through puberty and explain about human reproduction.</i></p> <p><i>Explain the importance of taking care of my body, understanding that they have autonomy and the right to protect my body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if I have fears for themselves or their peers.</i></p> <p><i>Discuss strategies for keeping physically and emotionally safe including road safety (including cycle safety- the bike ability programme), safety in the environment (including rail, water and fire safety), and safety online (including social media, the responsible use of ICT and mobile phones).</i></p> <p><i>Express the importance of protecting personal information, including passwords, addresses and the distribution of images of myself and others.</i></p> <p><i>Name who is responsible for helping me stay healthy and safe and ways that I can help these people.</i></p>
	<b>Relationships</b>	<p><i>Recognise and respond appropriately to a wider range of feelings in others.</i></p> <p><i>Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</i></p> <p><i>Recognise ways in which a relationship can be unhealthy and who to talk to if I need support.</i></p> <p><i>Be aware of different types of relationship, including those between acquaintances, friends, relatives and families. Discuss and be aware that marriage is a commitment freely entered into by both people and that no one should enter into a marriage if they don't absolutely want to do so.</i></p> <p><i>Understand that my actions affect themselves and others.</i></p> <p><i>Judge what kind of physical contact is acceptable or unacceptable and how to respond.</i></p> <p><i>Understand concept of 'keeping something confidential or secret', when I should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</i></p> <p><i>Recognise and challenge stereotypes.</i></p>	<p><i>Listen and respond respectfully to a wide range of people.</i></p> <p><i>Feel confident to raise their own concerns.</i></p> <p><i>Recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view.</i></p> <p><i>Work collaboratively towards shared goals.</i></p> <p><i>Develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as myself.</i></p> <p><i>Understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability.</i></p> <p><i>Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language) and i know how to respond and ask for help.</i></p> <p><i>Recognise and manage 'dares'.</i></p>
	<b>Living in the Wider World</b>	<p><i>Research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer my recommendations to appropriate people.</i></p> <p><i>Explain why and how rules and laws protect me and others and how they are made and enforced.</i></p> <p><i>Explain why different rules are needed in different situations and how to take part in making and changing rules.</i></p>	<p><i>Learn to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</i></p> <p><i>Understand what being part of a community means, and about the varied institutions that support communities locally and nationally.</i></p>

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		<p>Realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities.</p> <p>Understand that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.</p> <p>Understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</p> <p>Learn about enterprise and the skills that make someone 'enterprising'.</p> <p>Explore and critique how the media present information.</p>	<p>Recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing 11.</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the united kingdom.</p> <p>Think about the lives of people living in other places, and people with different values and customs.</p> <p>Understand the importance of the role money plays in my own and others' lives, including how to manage their money and about being a critical consumer.</p> <p>Develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. Their contribution to society through the payment of vat).</p>
	<b>Creativity and Imagination</b>	<p>Show awareness of, and pride in, own individuality, including their own creativity and imagination. EGC</p> <p>Demonstrate valuing others as equal and different, celebrating others' creativity and imagination. EGC</p> <p>Develop the belief that mistakes are essential to learning and can be turned into opportunities.</p>	<p>Actively discuss what inspires their work, taking time to research ideas.</p> <p>Practise new skills and explore, merging skills from different subject areas.</p> <p>Discuss communicating deeper meaning, themes and purpose within work.</p>
<b>Behave</b> 	<b>Social Action and Community Involvement</b>	<p>Explain what fairness means, showing an awareness of, and concern for, people's feelings. EGC</p> <p>Give examples of what it can mean to be "rich" or "poor" in local and other contexts, referring to what is regarded valuable. EGC</p> <p>Show interest in, and concern for, others outside immediate circle and in contexts different to own, showing respect for other people's feelings and ideas. EGC</p>	<p>Demonstrate respect for the rights of others through exploring belief that everyone has equal rights. EGC</p> <p>Discuss belief that people can make a difference, both on their own and when they work together, showing willingness to stand up and speak up for others. EGC.</p> <p>Analyse community needs in: biodiversity, energy, global citizenship, healthy living, litter, marine, school grounds, transport, waste, water. ESch</p>
	<b>Global Learning and Sustainability</b>	<p>Compare similarities and differences between peoples and places in local setting and also in wider contexts/various parts of the world. EGC</p> <p>Identify links between local community and wider world, actively trying to make connections to make a positive impact on others and self. EGC</p> <p>Show positive and negative impacts of people's actions (including own choices) on others and environment. EGC</p>	<p>Suggest how people can damage or improve the environment, showing concern about the local environment and willingness to care for it. EGC</p> <p>Discuss taking care of resources and not wasting them, reflecting on own attitudes and practices on waste. EGC</p> <p>Analyse global needs in: biodiversity, energy, global citizenship, healthy living, litter, marine, school grounds, transport, waste, water. ESch</p>

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Year 5		Each bee plays a part in the hive- "Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ."	
		The pupil can ...	Exemplar materials
<p><b>Belong</b></p>	<p><b>Communication and Pupil Voice</b></p>	<p>Listen attentively, question and respond to others, expressing own views and ideas on issues clearly by giving reasons that include appropriate evidence and examples. EGC</p> <p>Explore UN Convention on the Rights of the Child, developing awareness of those responsible for rights being met (e.g. teachers, local and national government) and analyse reasons why some people have their rights denied. EGC</p> <p>Participate in school decision making, sharing opinions and evidence with others including decision-makers. EGC</p>	<p>Demonstrate basics of how own country and region is governed, appreciating the need for rules in own school and wider society and how people can take part in making and changing them. EGC</p> <p>Challenge discrimination, exploring reasons for negative feelings towards others in new or difficult situations. EGC</p> <p>Identify connections between personal decisions and issues affecting people locally and globally, making decisions that contribute to the well-being of the wider community. EGC</p>
	<p><b>Teamwork and Leadership</b></p>	<p>Show positivity about the ways in which one is both similar to others and uniquely different, celebrating contributions of different cultures to our lives. EGC</p> <p>Identify the nature of prejudice, racism and sexism and ways to combat these. EGC</p> <p>Analyse some causes and effects of conflict at all levels from personal to global, researching examples of conflicts past and present in own society and others. EGC</p> <p>Work cooperatively to solve problems or achieve goals, exploring a variety of different roles within a team. EGC</p>	<p>Use strategies to manage anger, frustration and aggressive feelings and apply these for managing, resolving and preventing conflict, including 'win-win' solutions. EGC</p> <p>Use knowledge of others' viewpoints to resolve problems and compromise, recognising the benefits of listening to a range of different perspectives and viewpoints. EGC</p> <p>Take active participation in school-based decision making and champion proactive inclusion of other people, especially those who may face barriers to participating fully. EGC</p>
	<p><b>Problem Solving and Critical Thinking</b></p>	<p>Begin to identify bias and opinion by analysing root of contrasting sources of information, including the media. EGC</p> <p>Give evidence for an argument, assess different viewpoints and present counter-arguments. EGC</p> <p>Imagine alternative possibilities and suggest new ideas to solve problems. EGC</p> <p>Recognise when there may be no single right or wrong answer and to show respect for differing viewpoints. EGC</p>	<p>Analyse suggestions to problems, thinking a few steps ahead about effect of decisions and what opportunities or further problems may arise.</p> <p>Applying feelings about changes and events in own setting and the wider world to make ethical decisions. EGC</p> <p>Use strategies to cope with self-care, mental-health and challenging times. EGC</p>
<p><b>Believe</b></p>	<p><b>Health and Well-Being</b></p>	<p>Describe what the positive and negative affects my physical, mental and emotional health (including the media). Explain how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.</p> <p>Recognise opportunities to make my own choices about food, what might influence their choices and the benefits of eating a balanced diet.</p> <p>Recognise how images in the media do not always reflect reality and can affect how people feel about themselves. Reflect on and celebrate my achievements, identify my strengths, areas for improvement, set high aspirations and goals.</p> <p>Deepen my understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of my feelings to others.</p> <p>Recognise that I may experience conflicting emotions and when I might need to listen to my emotions or overcome them.</p> <p>Discuss change, including transitions (between key stages and schools), loss, separation, divorce and bereavement. Differentiate between the terms, 'risk', 'danger' and 'hazard'.</p> <p>Deepen my understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.</p> <p>Recognise my increasing independence brings increased responsibility to keep myself and others safe.</p> <p>Understand that bacteria and viruses can affect health and that following simple routines can reduce their spread.</p>	<p>Explain the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people I know and the media.</p> <p>Recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes me uncomfortable, anxious or that I believe to be wrong.</p> <p>Verbalise the school rules about health and safety, basic emergency aid procedures, where and how to get help. Explain what is meant by the term 'habit' and why habits can be hard to change.</p> <p>Express which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage my immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others.</p> <p>Understand how my body will, and emotions may, change as they approach and move through puberty and explain about human reproduction.</p> <p>Explain the importance of taking care of my body, understanding that they have autonomy and the right to protect my body from inappropriate and unwanted contact.</p> <p>Discuss strategies for keeping physically and emotionally safe including road safety (including cycle safety- the bike ability programme), safety in the environment (including rail, water and fire safety), and safety online (including social media, the responsible use of ICT and mobile phones).</p> <p>Express the importance of protecting personal information, including passwords, addresses and the distribution of images of myself and others.</p> <p>Name who is responsible for helping me stay healthy and safe and ways that I can help these people.</p>
	<p><b>Relationships</b></p>	<p>Recognise and respond appropriately to a wider range of feelings in others.</p> <p>Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>Recognise ways in which a relationship can be unhealthy and who to talk to if I need support.</p> <p>Be aware of different types of relationship, including those between acquaintances, friends, relatives and families. Understand civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.</p> <p>Discuss and be aware that marriage is a commitment freely entered into by both people and that no one should enter into a marriage if they don't absolutely want to do so.</p> <p>Understand that my actions affect themselves and others.</p> <p>Judge what kind of physical contact is acceptable or unacceptable and how to respond.</p> <p>Understand concept of 'keeping something confidential or secret', when I should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p>	<p>Listen and respond respectfully to a wide range of people.</p> <p>Feel confident to raise their own concerns.</p> <p>Recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view.</p> <p>Work collaboratively towards shared goals.</p> <p>Develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as myself.</p> <p>Understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability.</p> <p>Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language) and i know how to respond and ask for help.</p> <p>Recognise and manage 'dares'.</p> <p>Recognise and challenge stereotypes.</p>

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	<b>Living in the Wider World</b>	<p>Research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer my recommendations to appropriate people.</p> <p>Explain why and how rules and laws protect me and others and how they are made and enforced.</p> <p>Explain why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>Understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the united nations declaration of the rights of the child.</p> <p>Explain that these universal rights are there to protect everyone and have primacy both over national law and family and community practices.</p> <p>Learn that there are some cultural practices which are against British law and universal human rights.</p> <p>Realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities.</p> <p>Understand that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.</p>	<p>Learn to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p> <p>Understand what being part of a community means, and about the varied institutions that support communities locally and nationally.</p> <p>Recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing 11.</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the united kingdom.</p> <p>Think about the lives of people living in other places, and people with different values and customs.</p> <p>Understand the importance of the role money plays in my own and others' lives, including how to manage their money and about being a critical consumer.</p> <p>Understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</p> <p>Learn about enterprise and the skills that make someone 'enterprising'.</p> <p>Explore and critique how the media present information.</p>
	<b>Creativity and Imagination</b>	<p>Value what contributes to own identity, valuing their own and others' creativity and imagination. EGC</p> <p>Demonstrate valuing difference, exploring ideas from a range of cultures and viewpoints. EGC</p> <p>Interpret and discuss meaning within own and others' work, looking at motivations, experiences and viewpoints.</p>	<p>Actively use their creativity and imagination, including to help others.</p> <p>Think of multiple ways to answer a brief or answer a problem, using research as a starting point.</p> <p>Connect multiple skills from different subject areas to create something.</p>
 <b>Behave</b>	<b>Social Action and Community Involvement</b>	<p>Explain how fairness may not always mean equal treatment and develop sense of justice, showing offence at unfair treatment of others locally and globally. EGC</p> <p>Discuss some causes and effects of poverty and inequality (inc. gender) at local, national and global levels. EGC</p> <p>Adapt behaviour to readily think through consequences of words, actions and choices on others' feelings. EGC</p> <p>Take growing interest in world events and global issues, empathising with people in local and global contexts. EGC</p>	<p>Understand impacts of prejudice and discrimination, fostering belief that it is everyone's responsibility to challenge prejudice and discrimination. EGC</p> <p>Share belief that individuals and groups can improve situations, showing willingness to cooperate with others to change things for the better. EGC</p> <p>Action community needs in: biodiversity, energy...etc ESch.</p>
	<b>Global Learning and Sustainability</b>	<p>Explore and appreciate diversity of cultures and societies within and beyond own experience, researching global connections between peoples and countries (e.g. through trade and communications). EGC</p> <p>Investigate how local actions affect the wider world. EGC</p> <p>Demonstrate understanding of basics of climate change and people's dependencies on the environment. EGC</p>	<p>Explain environmentally responsible living and global inequalities in ecological footprints. EGC</p> <p>Discuss sense of responsibility for the environment and the use of resources. EGC</p> <p>Commit to taking action to protect and improve environment and quality of life for people locally and globally. EGC</p> <p>Action global needs in: biodiversity, energy...etc. ESch</p>

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Year 6		Each bee plays a part in the hive- "Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ."	
		The pupil can ...	Exemplar materials
<b>Belong</b> 	<b>Communication and Pupil Voice</b>	<p>Listen attentively, question and respond to others, expressing own views and ideas on issues clearly by giving reasons that include appropriate evidence and examples. EGC</p> <p>Explore UN Convention on the Rights of the Child, developing awareness of those responsible for rights being met (e.g. teachers, local and national government) and analyse reasons why some people have their rights denied. EGC</p> <p>Participate in school decision making, sharing opinions and evidence with others including decision-makers. EGC</p>	<p>Demonstrate basics of how own country and region is governed, appreciating the need for rules in own school and wider society and how people can take part in making and changing them. EGC</p> <p>Challenge discrimination, exploring reasons for negative feelings towards others in new or difficult situations. EGC</p> <p>Identify connections between personal decisions and issues affecting people locally and globally, making decisions that contribute to the well-being of the wider community. EGC</p>
	<b>Teamwork and Leadership</b>	<p>Show positivity about the ways in which one is both similar to others and uniquely different, celebrating contributions of different cultures to our lives. EGC</p> <p>Identify the nature of prejudice, racism and sexism and ways to combat these. EGC</p> <p>Analyse some causes and effects of conflict at all levels from personal to global, researching examples of conflicts past and present in own society and others. EGC</p> <p>Work cooperatively to solve problems or achieve goals, exploring a variety of different roles within a team. EGC</p>	<p>Use strategies to manage anger, frustration and aggressive feelings and apply these for managing, resolving and preventing conflict, including 'win-win' solutions. EGC</p> <p>Use knowledge of others' viewpoints to resolve problems and compromise, recognising the benefits of listening to a range of different perspectives and viewpoints. EGC</p> <p>Take active participation in school-based decision making and champion proactive inclusion of other people, especially those who may face barriers to participating fully. EGC</p>
	<b>Problem Solving and Critical Thinking</b>	<p>Begin to identify bias and opinion by analysing root of contrasting sources of information, including the media. EGC</p> <p>Give evidence for an argument, assess different viewpoints and present counter-arguments. EGC</p> <p>Imagine alternative possibilities and suggest new ideas to solve problems. EGC</p> <p>Recognise when there may be no single right or wrong answer and to show respect for differing viewpoints. EGC</p>	<p>Analyse suggestions to problems, thinking a few steps ahead about effect of decisions and what opportunities or further problems may arise.</p> <p>Applying feelings about changes and events in own setting and the wider world to make ethical decisions. EGC</p> <p>Use strategies to cope with self-care, mental-health and challenging times. EGC</p>
<b>Believe</b> 	<b>Health and Well-Being</b>	<p>Describe what the positive and negative affects my physical, mental and emotional health (including the media). Explain how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.</p> <p>Recognise opportunities to make my own choices about food, what might influence their choices and the benefits of eating a balanced diet.</p> <p>Recognise how images in the media do not always reflect reality and can affect how people feel about themselves. Reflect on and celebrate my achievements, identify my strengths, areas for improvement, set high aspirations and goals.</p> <p>Deepen my understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of my feelings to others.</p> <p>Recognise that I may experience conflicting emotions and when I might need to listen to my emotions or overcome them.</p> <p>Discuss change, including transitions (between key stages and schools), loss, separation, divorce and bereavement. Differentiate between the terms, 'risk', 'danger' and 'hazard'.</p> <p>Deepen my understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.</p> <p>Recognise my increasing independence brings increased responsibility to keep myself and others safe.</p> <p>Understand that bacteria and viruses can affect health and that following simple routines can reduce their spread.</p>	<p>Explain the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people I know and the media.</p> <p>Recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes me uncomfortable, anxious or that I believe to be wrong.</p> <p>Verbalise the school rules about health and safety, basic emergency aid procedures, where and how to get help. Explain what is meant by the term 'habit' and why habits can be hard to change.</p> <p>Express which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage my immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others.</p> <p>Understand how my body will, and emotions may, change as they approach and move through puberty and explain about human reproduction.</p> <p>Explain the importance of taking care of my body, understanding that they have autonomy and the right to protect my body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if I have fears for themselves or their peers.</p> <p>Discuss strategies for keeping physically and emotionally safe including road safety (including cycle safety- the bike ability programme), safety in the environment (including rail, water and fire safety), and safety online (including social media, the responsible use of ICT and mobile phones).</p> <p>Express the importance of protecting personal information, including passwords, addresses and the distribution of images of myself and others.</p> <ul style="list-style-type: none"> <li>Name who is responsible for helping me stay healthy and safe and ways that I can help these people.</li> </ul>
	<b>Relationships</b>	<p>Recognise and respond appropriately to a wider range of feelings in others.</p> <p>Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>Recognise ways in which a relationship can be unhealthy and who to talk to if I need support.</p> <p>Be aware of different types of relationship, including those between acquaintances, friends, relatives and families. Understand civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.</p> <p>Discuss and be aware that marriage is a commitment freely entered into by both people and that no one should enter into a marriage if they don't absolutely want to do so.</p> <p>Understand that my actions affect themselves and others.</p> <p>Judge what kind of physical contact is acceptable or unacceptable and how to respond. Understand concept of 'keeping something confidential or secret', when I should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p>	<p>Listen and respond respectfully to a wide range of people.</p> <p>Feel confident to raise their own concerns.</p> <p>Recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view.</p> <p>Work collaboratively towards shared goals.</p> <p>Develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as myself.</p> <p>Understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability.</p> <p>Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language) and i know how to respond and ask for help.</p> <p>Recognise and manage 'dares'.</p> <p>Recognise and challenge stereotypes.</p>

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"Bee"long- How will we help pupils to feel part of a team and appreciate each other's work? Have we planned opportunities for pupils to learn how to effectively communicate, work together, problem solve and lead? ✚

"Bee"lieve-How will we help pupils to be creative, imaginative and resilient, developing their growth mindset, self-awareness and talents? Is there a challenging curriculum for all, rich with relevant content and opportunities to develop a diverse range of transferable skills? 📦

"Bee"have-How will we help pupils to purposefully use the knowledge and skills taught to engage with others, the community and the world? Are there real-life opportunities for the pupils to see the impact of their knowledge, skills or work at a local and global level? ❤️

*Belong, Believe, Behave. How has our Christian Vision impacted our decision-making today?*



	<p><b>Living in the Wider World</b></p>	<p>Research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer my recommendations to appropriate people. Explain why and how rules and laws protect me and others and how they are made and enforced. Explain why different rules are needed in different situations and how to take part in making and changing rules. Understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the united nations declaration of the rights of the child. Explain that these universal rights are there to protect everyone and have primacy both over national law and family and community practices. Learn that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation. Realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities. Understand that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.</p>	<p>Learn to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices. Understand what being part of a community means, and about the varied institutions that support communities locally and nationally. Recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing 11. To appreciate the range of national, regional, religious and ethnic identities in the united kingdom. Think about the lives of people living in other places, and people with different values and customs. Understand the importance of the role money plays in my own and others' lives, including how to manage their money and about being a critical consumer. Develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. Their contribution to society through the payment of vat). Understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment. Learn about enterprise and the skills that make someone 'enterprising'. Explore and critique how the media present information.</p>
	<p><b>Creativity and Imagination</b></p>	<p>Value what contributes to own identity, valuing their own and others' creativity and imagination. EGC Demonstrate valuing difference, exploring ideas from a range of cultures and viewpoints. EGC Interpret and discuss meaning within own and others' work, looking at motivations, experiences and viewpoints.</p>	<p>Actively use their creativity and imagination, including to help others. Think of multiple ways to answer a brief or answer a problem, using research as a starting point. Connect multiple skills from different subject areas to create something.</p>
<p><b>Behave</b></p> 	<p><b>Social Action and Community Involvement</b></p>	<p>Explain how fairness may not always mean equal treatment and develop sense of justice, showing offence at unfair treatment of others locally and globally. EGC Discuss some causes and effects of poverty and inequality (inc. gender) at local, national and global levels. EGC Adapt behaviour to readily think through consequences of words, actions and choices on others' feelings. EGC Take growing interest in world events and global issues, empathising with people in local and global contexts. EGC</p>	<p>Understand impacts of prejudice and discrimination, fostering belief that it is everyone's responsibility to challenge prejudice and discrimination. EGC Share belief that individuals and groups can improve situations, showing willingness to cooperate with others to change things for the better. EGC Action community needs in: biodiversity, energy...etc ESch.</p>
	<p><b>Global Learning and Sustainability</b></p>	<p>Explore and appreciate diversity of cultures and societies within and beyond own experience, researching global connections between peoples and countries (e.g. through trade and communications). EGC Investigate how local actions affect the wider world. EGC Demonstrate understanding of basics of climate change and people's dependencies on the environment. EGC</p>	<p>Explain environmentally responsible living and global inequalities in ecological footprints. EGC Discuss sense of responsibility for the environment and the use of resources. EGC Commit to taking action to protect and improve environment and quality of life for people locally and globally. EGC Action global needs in: biodiversity, energy...etc. ESch</p>

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