



Ormiston Academies Trust

Thomas Wolsey Ormiston Academy

Thomas Wolsey Ormiston Academy Relationships
Education, Sex Education and Health Education policy
(primary)

Appendices

Appendix 1: SEWB and PCI Programme of Study for Primary

Early Years- Personal, Social, Emotional Development

Topic	Making Relationships	Self-confidence and Self- Awareness	Managing Feelings and Behaviour
Let's Go!	Creates relationships with new people and builds relationship with Key- Person Observes what others are doing- pushing vehicles in different mediums	Explores different vehicles after observing others Showing pleasure/ displeasure at movements and actions	Share toys with others e.g cars on a car mat Begins to separate from parents/ carers with support
Once Upon a Time	Responding to familiar adults Observing actions of others e.g dressing up and when reading books.	Exploring environment with increased independence and wants to complete a task themselves- e.g playing with puppets	Responds to simple boundaries- Taking turns
What a beast!	Explores new resources but looks for reassurance from familiar adult- opportunities to explore and engage in play with less familiar objects.	Shows Pleasure in their achievements and responds to praise- helping to find objects	Able to express their own feelings
Once Upon a Rhyme!	Creates relationships with new people and builds relationship with Key- Person Plays co-operatively with adults and other children in role play activities.	Requests a turn in role play activity- Understands that they Can work alongside other to achieve an outcome. (Jack and Jill, Humpty Dumpty)	Takes turns with others and shares resources with them with encouragement and support- Exploring sensory trays and counting rhymes.
Crunch, Crunch! Slurp, Slurp!	Observes facial expressions and observed self in mirror whilst exploring. Working with others to resolve problems/ Giving instructions	Shows preference in food tastes- Expresses likes and dislikes	Recognises object/ belongings which are theirs e.g drinks bottle, lunch box, bag and shoes.
Oh I do like to be beside the Seaside!	Takes on a role in play and extend play ideas. Initiating interaction with others.	Select and use resources with support e.g Bucket and spade, fishing net etc.	Expresses own feelings in meaningful contexts.
All about me!	Creates relationships with new people and builds relationship with Key- Person Explores different ways to seek attention- Vocal, gesture etc. Recognises self- in mirror.	Finding parts of own body Simple similarities and differences between self and others.	Shows an awareness of the feelings of others and responds appropriately to these.

Over the Rainbow	Responding to touch and demonstrating affection and concern towards others.	Expresses preferences and interests in different colours and textures Beginning to use their imagination	Responding to the effect their actions have on others- Share and take steps to reduce conflict.
Come Outside	Extend and elaborate on others ideas around play Respond to others ideas and engaging in communication. Gaining confidence when engaging with unfamiliar people.	Talks and shares different experiences from home and the wider community.	Growing ability to control and manage behaviour and feelings when in different environments- Outside in Playground, park shops etc.

Primary

	Health & Well-Being		Healthy Relationships			The Wider World
Topic	Health & Hygiene	Daily Routines & Lifestyle	Sense of Self & Personal Values	Healthy Relationships	Staying Safe in Relationships	Accessing the Community
	Physical Health & Fitness Healthy Eating Drugs, Alcohol & Tobacco Health & Prevention Mental Well-Being Changing Adolescent Body	Dressing Washing Healthy Eating Health & Prevention Cleaning Laundry Cooking Budgeting and Finance	Personal interests Rights & responsibilities	Families and people who care for me Caring friendships Respectful relationships	Online relationships Being safe – knowing boundaries, being confident, seeking help Internet Safety and Harms	Shopping – local, town, supermarkets Transport – road safety, cycle safety Services – medical, emergency, financial, social, transport Leisure – entertainment, eating out, parks & countryside - water safety Basic First Aid Dealing with Emergencies

A Long, Long Time Ago...		L & U - Personal hygiene routines U (& L where possible) - independent dressing, care for clothes – folding, hanging, putting away		L & U - Respectful relationships & different types of families	L & U – e-safety reliable searches – good sources of information	
Mini Movers!	L & U - Physical fitness & spending time outdoors – knowing this is important	L & U – Changing Adolescent Body – Physical changes L & U - Personal hygiene routines				L & U - Road safety
In a Deep Dark Wood ...	U – Changing Adolescent Body – Emotional changes & mood swings L & U – Mental well-being – exploring our range of emotions, techniques and activities that help reduce anxiety, worry or fear L & U – Basic awareness of addictive substances – drugs, alcohol, tobacco	L & U - Feeling ill and feeling well – knowing the difference U – Begin to identify different ailments & what to do about them L & U – Safety rules around medicines			L & U - Safe & unsafe online relationships – telling, reporting, seeking help, people online aren't always who they say they are, keeping online & offline friends the same, being kind online	U & L - Accessing medical services, confidence in accessing health care
What a Disaster!	L & U – Appropriate safety rules for different weathers,	L & U - Safety around the home & garden, especially fire,		L & C – Caring friendships & being kind to others - team work		L & U - Basic first aid, e.g. applying pressure to bleeds, (U) recovery

	e.g. sun cream, dressing for warmth L & U – Awareness of addictive substances L & U – Safety rules around medicines	electricity (other than kitchen)				position, (tolerance for PF) U (& L where possible) - Dealing with emergencies & contacting emergency services U - Emergency relief – charities & basic services people may lack
Mmmm Chocolate!		L & U - Healthy & unhealthy foods – U (& L where possible) - Safety in the kitchen, hygiene & appliances L & U – Cleaning in the kitchen – safe & unsafe products L & U - Dental health (tolerance for PF) L & U – Cooking skills	L & U – Exploring & communicating likes & dislikes – choice & decision-making	L & U - Caring friendships – sharing experiences, kindness, trust	L & U – Managing online information - Online & off-line – Persuasion techniques - how the internet is used to buy and sell things - distinguishing between beliefs, opinions and facts L & U – e-safety reliable searches – good sources of information	L & U – Shopping skills & confidence in communicating with shop staff
Green Living	L & U – Mental well-being – exploring range of emotions, activities that help restore positive emotions, calmness & well-being –	L & U – cleaning skills in the living room & garden – putting toys away, cleaning windows, creating nice environments for healthy minds – safe &	L & U – Caring for the environment	L & U - Families and people that care for me –sharing time with each other, protection		L & U - Accessing green spaces - parks & nature U (& L where possible) cycle safety, using public transport

	especially time outdoors & in nature L & U – Importance of physical activity	unsafe products around the home				
I went to the Shop		U (& L where possible) – Prices & Budgeting L & U - Healthy food choices - 'Eatwell' plates	L & U – Exploring & communicating likes & dislikes – choice & decision-making	L & U - Respectful relationships – courtesy and manners L & U – Respect for others who are different from us	L & U - Being safe – responding to adults their don't know, trusted adults L & U – Online & off-line – Persuasion techniques	L & U - Shopping wisely, e.g. preparation – lists & quantities, different types of shops L & U – Shopping skills & confidence in communicating with shop staff
A Carnival of Colour	L & U - Mental health - benefits of physical activity and community participation	L & U – Dressing appropriately & safely for different weathers	L & U - Identifying and accepting similarities and differences	L & U – Respect for others who are different from us	L & U – Staying safe in public spaces – seeking help if not feeling safe & not giving up	L & U - Accessing entertainment – finding out what's on, booking tickets etc.
Water, Water Everywhere		L & U – Washing clothes & basic care of clothes	L & U – Resilience, confidence, identifying & being proud of accomplishments	L & U – Working as a team, valuing others' ideas & opinions -	L & U – Communicating with confidence with less familiar people & in less familiar environments L & U – The importance of rules & boundaries & how they keep us safe	L & U - Water & beach safety
Lights! Camera! Action!	L & U – Health & prevention – ears & eyes	U (& L where possible) – Prices & Budgeting L & U – safety around electricity & appliances	L & U – Awareness of 'ownership' & others need to respect this & vice versa – whether their body, their ideas, their creations - their	L & U – Working on collaborative projects as a team, valuing others' ideas & opinions -	L & U – Awareness of 'ownership' & others need to respect this & vice versa – whether their body, their ideas, their creations - their	L & U – Skills & confidence to access entertainment

			right to say no & challenge – boundaries L & U – Looking after their belongings – taking ownership of what’s theirs		right to say no & challenge - boundaries U – Link ownership to intellectual property & e-safety	
Europe, Here we Come			L & U – ‘Passports’ - Learning, communicating, recalling personal details, from sense of self to learning how to spell details accurately	L & U – Negotiation & compromise in healthy relationships L & U – The ‘ups & downs’ normality of friendships & relationships - forgiveness & reconciliation L & U – Respect for those who are different to us L & U – Commitment & promises in friendships & relationships L & U – What healthy relationships & friendships should & shouldn’t look like, i.e. not exclusive, controlling, intimidating etc. - link to bullying & peer on peer abuse	U (& L where possible) - e-safety and sharing of personal details online U – Inappropriate requests for online contact & sharing – what this looks like & how to deal with it U – online – fake identities - people not being who they claim to be	
Watch Me Go!	L & U – Keeping bodies moving – physical health & fitness – importance of this for mental & physical well-being		L & U – Sense of belonging and places that are special to them	L & U - Respectful relationships – courtesy and manners L & U – Respect for people whose ideas & beliefs are different to ours L & U – Developing confidence in		L & U - Accessing public transport, e.g. route numbers, buying tickets L & U - Road safety, Cycle safety L & U – Basic First Aid

				communicating with members of the public		
Down on the Farm	L & U – Changing Adolescent Body – Emotional changes & mood swings, menstruation (where appropriate) L & U – The journey of life & death – emotions & experiences of bereavement	L & U – Changing Adolescent Body – Physical changes & personal hygiene routines L & U – Healthy food choices - ‘Eatwell plates’ & a balanced diet L & U – Cooking skills L & U – Dressing appropriately & safely for different weathers	L & U – Caring for the environment – sustainable food choices, identifying & communicating likes & dislikes			
Everywhere Around Me!	L & U - establishing healthy routines – the importance of sleep for mental & physical well-being	L & U – Daily routines – washing, dressing L & U – Appropriate spaces - I.e. public & private places for different behaviours L & U – cleaning skills in the bedroom – making beds, hoovering, putting toys away		L & U – Respect for people whose ideas & beliefs are different to ours <i>NB - 1001 Nights is framed within a story which addresses many aspects of relationships education</i> L & U – Negotiation & compromise in healthy relationships L & U – Commitment & promises & breaking these L & U – The ‘ups & downs’ normality of friendships & relationships - forgiveness & reconciliation	L & U - Awareness of ‘ownership’ of theirs & others need to respect this & vice versa – whether their body, their right to say no & challenge, seek help – boundaries U – Link to healthy amounts of time online	

				L & U – What healthy relationships & friendships should & shouldn't look like, i.e. not exclusive, controlling, intimidating etc. - link to bullying & peer on peer abuse		
Food, Glorious Food!		L & U - 'Eatwell plates' Healthy & unhealthy foods L & U – cooking skills L & U – cleaning skills in the kitchen L & U - Mealtime etiquette & skills, e.g. washing hands, laying table – safe & unsafe substances	L & U – Exploring & communicating likes & dislikes – choice & decision-making	L & U – Working on collaborative projects as a team, valuing others' ideas & opinions L & U - Respectful relationships – courtesy and manners L & U – Respect for others who are different from us – through celebrating & enjoying other cultures L & U – Developing confidence in communicating to members of the public		L & U - Shopping wisely, e.g. preparation – lists & quantities, different types of shops L & U – Shopping skills & confidence in communicating with shop staff L & U – Basic First Aid
This is Me!	L & U – Safety rules around medicines - including prescription medicines – quantities & types unique to individuals	L & U – personal hygiene – establishing good routines including why these are important	L & U - Learning, communicating, recalling personal details, from sense of self to learning how to spell details accurately L & U – Resilience, confidence, identifying & being proud of accomplishments	L & U – Awareness of 'ownership' & others need to respect this & vice versa – whether their body, their ideas, their creations - their right to say no & challenge - boundaries	U (& L where possible) - e-safety and sharing of personal details online U – Inappropriate requests for online contact & sharing – what this looks like & how to deal with it U – online – fake identities - people not	L & U – Accessing health care – tolerance, confidence, knowledge

			L & U - Identifying and accepting similarities and differences		being who they claim to be	
Unearthing the Anglo-Saxons	L & U – Health & prevention – looking after our ears & teeth L & U – Shared enjoyment of leisure pursuits to support mental well-being, especially music, story-telling	L & U – Dental hygiene L & U – Dressing independently – especially fastenings		L & U – Working on collaborative projects as a team, valuing others’ ideas & opinions L & U – Developing confidence in communicating to members of the public L & U – Families & communities that care for me & belonging	L & U – e-safety reliable searches – good sources of information	L & U – Accessing leisure facilities in the community – museums & places of historic interest (Sutton Hoo)
Oh What a Wonderful World!	L & U – Physical and mental health - benefits of physical activity and spending time outdoors & in nature L & U – Changing Adolescent Body – Emotional changes & mood swings, menstruation (where appropriate)		L & U – Kindness towards others – random acts of kindness	L & U – Negotiation & compromise in healthy relationships L & U – The ‘ups & downs’ normality of friendships & relationships - forgiveness & reconciliation L & U – Respect for those who are different to us L & U – Commitment & promises in friendships & relationships L & U – What healthy relationships & friendships should & shouldn’t look like, i.e. not exclusive, controlling, intimidating etc.	U – online safety – respecting age limits of all apps & games but especially social media, being kind online, knowing to what and how to report	L & U – Accessing leisure facilities – outdoor & natural places – parks & countryside

				- link to bullying & peer on peer abuse		
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Appendix 2: SEWB and PCI Age and Stage Pathway Progression for Key Stage 1 and 2

Emerging Learners	Early Learners	Established Learners
<p>At KS1 pupils will be taught:</p> <ul style="list-style-type: none"> To respond to their name To engage in intensive interaction with familiar adults To show awareness of familiar peers To gain an understanding of the concept of family To begin to develop a PMC through which to communicate simple feelings To develop an awareness of different parts of their body (through massage and other sensory stimulation) and their body in space (through total body movements and orientations) To explore different ingredients and food preparation processes associated with meals, snacks and drinks 	<p>At KS1 pupils will be taught:</p> <ul style="list-style-type: none"> To learn key personal details e.g. their surname, their gender To identify key information about their family To identify feelings which may be expressed through marriage To engage with familiar peers and begin to take part in interactive and reciprocal play with favourite peers To use kind hands and words To correctly identify simple emotions using stories puppets and toys e.g. happy, sad To try a range of different foods and express likes and dislikes To accept simple mealtime etiquette and skills, e.g. washing hands with support, using cutlery To accept basic safety and hygiene in the kitchen, e.g. putting on an apron To practice basic cooking skills with support, counting, measuring etc. To participate in routine and familiar physical activity 	<p>At KS1 pupils will be taught:</p> <ul style="list-style-type: none"> To memorise and communicate some basic personal details, e.g. their street name, their surname, their age Simple routines to care for their belongings, e.g. hanging their coat on a peg To identify and compare information about their family and the families of peers About what love and marriage means and how it can be expressed That the internet can be a safe, happy place if we follow the rules To use kind hands and words and tell their friends to do the same To identify who are friends, who are family, who are trusted adults, who are strangers Correctly identify simple emotions within themselves and others, e.g. happy, sad and begin to recognise changes following certain activities To identify different foods, express preferences and begin to categorise them Follow basic mealtime etiquette and skills, e.g. using cutlery, washing hands before a meal

<ul style="list-style-type: none"> • To gain an understanding of daily routines through sensory activities • To gain an understanding of special occasions, e.g. celebrations through sensory activities 	<ul style="list-style-type: none"> • To accept routines and practices which keep them healthy, e.g. tolerate application of sun-cream, brushing teeth • To cooperate with dressing and accept appropriate dress for different weathers • To build awareness of and ability to communicate when they don't feel well or feel sad or uncomfortable • To say 'please' and 'thank you' • 	<ul style="list-style-type: none"> • Follow rules around the safe use of equipment • Basic cooking skills, e.g. counting, measuring, pouring, following a recipe with support • Safety and hygiene in the kitchen, e.g. tie hair, aprons, safe use of appliances and equipment • What different shops sell, how to write a simple shopping list, what to take on a shopping trip • Use local shops to find and buy items • Participate in a range of physical exercises and activities • To use polite forms of request and acknowledge gratitude • Simple rules about keeping healthy, e.g. brushing teeth twice a day, going to bed early, putting on sun-cream • Simple rules about hygiene, e.g. washing hands after using the toilet • To practice dressing themselves, putting shoes on correct feet, jumpers right way round etc. and identify appropriate clothes for different weather • To recognise and communicate when they don't feel well • To take part in interactive and reciprocal play with familiar peers • To follow simple rules which promote healthy friendships, e.g. share, take turns, be inclusive • To tell someone a trusted adult if someone or something is making them feel sad, unhappy or uncomfortable • To take responsibility for the classroom by putting rubbish in the bin and putting away their toys • To care for clothes; roll up their sleeves and wear an apron • Basic safety rules to follow in school: walk in corridors, leave adults to push wheelchairs • Basic safety rules to follow when out: hold hands, stop at zebra crossing
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At KS2 pupils will be taught:

- To develop likes and dislikes and show greater consistency in communicating these
- To express they would like 'more' or 'no more'
- To show an awareness of and response to familiar peers
- To participate in shared social activities and opportunities
- To show recognition of family members
- To develop a PMC through which to communicate simple feelings
- To anticipate and respond consistently to a range of activities on different parts of their body and engage in co-active exploration of different textures and sensations
- To make choices of different foods and participate with greater consistency in food preparation tasks, e.g. using a switch to operate a blender
- To gain an understanding of a range of local environments such as shops, churches, parks through exploration of resources and visits

At KS2 pupils will be taught:

- To memorise and communicate some basic personal details, e.g. their surname, their age, their street name
- Simple routines to care for their belongings, e.g. hanging their coat on a peg, unpacking their bag
- About different roles within the family and how these may differ
- To identify different ways how love and feelings can be shown towards someone
- To express their feelings when engaging with peers in the classroom and school environment
- To take part in interactive and reciprocal play with familiar peers
- To follow simple rules which promote healthy friendships, e.g. share, take turns, be inclusive
- To tell someone a trusted adult if someone or something is making them feel sad, unhappy or uncomfortable
- That people must be kind online just like offline
- That people mustn't touch them in ways they don't like
- That they must tell someone if they feel scared or worried
- To correctly identify simple emotions within themselves and others, e.g. happy, sad
- To identify different foods, express preferences for them and categorise them into healthy and unhealthy foods

At KS2 pupils will be taught:

- To memorise and recite personal details, e.g. address, birthday
- To take responsibility for their personal belongings, e.g. unpacking their bag, passing on messages from home
- How families can be diverse and may present differently in different cultures
- About the meaning of commitment and promises
- To identify what the features of a good friend are, e.g. kindness, sharing interests and problems, truthfulness
- That most friendships have ups and downs and ways of dealing with these
- To respect other people, including those who are different from us
- That friendships should not be exclusive and what to do if a friendship doesn't feel right
- To stick to the age restrictions of games and apps and use trusted, reliable sites
- That not everything they see online is true
- That people online aren't always who they say they are. Keep their online friends the same as their offline friends
- That their body belongs to them and what appropriate and inappropriate contact and requests for online sharing, look/feel like
- That they must always tell someone if they feel unsafe and not give up until they are heard
- To identify a range of emotions within themselves, and some techniques or activities that may help them to reduce anxiety, worry or fear
- About 'eat well' plates, healthy and unhealthy foods

- To follow with growing independence mealtime etiquette and skills for themselves, e.g. correct use of cutlery
- To follow rules around the safe use of equipment
- Basic cooking skills, e.g. counting, measuring, pouring, following a recipe with support
- Safety and hygiene in the kitchen, e.g. tie hair, aprons, safe use of appliances and equipment
- What different shops sell, how to write a simple shopping list, what to take on a shopping trip
- To use local shops to find and buy items
- To participate in a range of physical exercises and activities
- To know that some substances, (including alcohol, drugs and tobacco) can be harmful
- To use polite forms of request and acknowledge gratitude
- Simple rules about keeping healthy, e.g. brushing teeth twice a day, going to bed early, putting on sun-cream
- To practice dressing themselves, putting shoes on correct feet, jumpers right way round etc. and identify appropriate clothes for different weather
- Very simply about ways their bodies and feelings may be changing as they get older, including menstruation
- To recognise and communicate when they don't feel well
- Some basic first aid skills, e.g. applying pressure to bleeds, cold packs to swellings, blankets to shock
- How to get help in an emergency

- To become confident in mealtime etiquette and skills for themselves and others, e.g. using cutlery, washing hands before a meal, laying a table
- To develop confidence in cooking skills, e.g. spreading, cutting, measuring, following a recipe
- Safety and hygiene in the kitchen, e.g. tie hair, aprons, safe use of appliances and equipment
- To shop wisely through good preparation: planning quantities and ingredients needed, writing lists, checking money, bags etc.
- To be confident in local shops: finding and paying for items, communicating with shop staff
- That physical activity is important to maintain their health
- Facts about different types of additive substances, including legal and illegal drugs, alcohol and tobacco
- To establish good health and hygiene routines, what these should include and why they are important
- To dress themselves including fastenings and make appropriate choices depending on the weather
- About ways their bodies and feelings may be changing as they get older, including menstruation
- To begin to identify different types of ailments that they may be feeling and know what to do about it, e.g. dehydration, tiredness, sore throat
- A range of basic first aid skills, e.g. applying pressure to bleeds, cold packs to swellings, blankets to shock, recovery position
- Some help they can do themselves and some help they must leave to adults and professionals
- How to contact emergency services

	<ul style="list-style-type: none"> • To take responsibility for the classroom by putting rubbish in the bin, clearing up d inner items, wiping down surfaces with anti-bac, wipe mud of wheelchairs and shoes • To care for clothes; roll up their sleeves and wear an apron, • Basic safety rules to follow in school: walk in corridors, leave adults to push wheelchairs • Basic safety rules to follow when out: hold on to wheelchairs when crossing roads, operate crossings 	<ul style="list-style-type: none"> • To use household equipment and appliances to clean and how to clean different surfaces, e.g. how to use a Hoover or how to clean windows • To care for clothes: folding, hanging, putting away • Safety rules to follow in the home and garden • Safety specific to the environment, e.g. road safety, beach safety • To use public transport, e.g. identify bus route numbers, pay for tickets, request a stop
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Appendix 3 – Cognition and Learning- Science and Technology: Age and Stage Pathway progression for Key stage 1 and 2.

Emerging Learners	Early Learners	Established Learners
<p>At KS1 pupils will be taught to:</p> <ul style="list-style-type: none"> • Develop an awareness of and respond to familiar, people, including peers • Begin to notice when people or faces appear or disappear in familiar games and activities • Develop an awareness of their whole body and separate body parts and the sensation of movement • Through assisted exploration and using their whole body, encounter and explore a range of stimuli with a 	<p>At KS 1 pupils will be taught to:</p> <ul style="list-style-type: none"> • Begin to notice and name obvious changes in the natural environment including changes in weather & seasonal changes, e.g. leaves on trees • Explore and experience (through images, objects and direct contact) a range of natural environments in their local community & link these to a growing vocabulary • Differentiate between different environments & habitats in very simple ways, e.g. cold, trees • Differentiate between things that are dead & alive • With assistance plant seeds & grow & care for simple plants. Explore some of their basic characteristics and begin to identify these with a growing vocabulary 	<p>At KS1 pupils will be taught to:</p> <ul style="list-style-type: none"> • Observe and comment on obvious changes in the natural environment including changes in weather & seasonal changes and apply early enquiry skills, e.g. asking simple questions • Purposefully engage with images, objects and through direct contact, a range of natural environments, e.g. beach, forest, park • Identify simple differences between things that are dead & alive • Differentiate a range of habitats / environments through the plants & animals that can be found there

<p>strong sensory input from the natural world, e.g. water, bright light, being outside in cold weather</p> <ul style="list-style-type: none"> • Show awareness of and begin to respond to features of the natural environment – e.g. rain, dappled light, wind, bird song, a strongly scented flower • Engage with and show awareness of contrasting weather through immersion in it • Take part in shared guardianship of the natural world, e.g. petting an animal, planting seeds • Through assisted exploration and using their whole body, encounter and explore a range of scientific phenomena with a strong sensory input, e.g. bright light, loud noises, strong textures, gross body movements • Show awareness of everyday materials, textures and tactile experiences, e.g. wet, dry hands, soft pillows, teeth being brushed, modelling dough. • To explore with assistance, the outcome of contact & non-contact forces on familiar, everyday objects, e.g. banging, splashing, dropping objects on the floor 	<ul style="list-style-type: none"> • Identify common animals & learn typical actions & their offspring, e.g. bird, fly. Meet some basic care needs with support. • Identify parts of their body & face • Recognise everyday materials & their simple properties through supported exploration, e.g. cold, hard, shiny • Manipulate everyday materials to discover their pliability • Participate in simple, adult-led science experiments & observe what happens when things are heated and cooled both in the classroom & nature • Explore the outcome of contact & non-contact forces on different everyday objects and begin to link to words: e.g. push, pull, float, sink, stick (magnet), stop, fall • Explore different light sources, observe how objects create silhouettes & shadows, distinguish dark & light, name main colours correctly • Explore different sources of sound, including a range of instruments & identify some when out of view, observe sound vibrations, e.g. on a stringed instrument • Explore a variety of objects that use electricity to make light, sound, move & how to activate them – i.e. buttons, switches etc. Observe the difference between when the source is present and not present. • Follow basic safety rules when using electricity • Compare night & day in terms of stars, moon, sun. Explore different surfaces in the natural environment especially rock & soil. • Explore different properties of rocks & minerals, e.g. shape size, colour & link these observations to a growing vocabulary 	<ul style="list-style-type: none"> • Identify basic parts of plants & observe how plants grow from seeds to buds to plants. Identify simple attributes of leaves, flowers, trees. Explore what plants need to grow by carrying out simple experiments • Identify human body parts & the movements they make, the senses they control, develop a basic understanding of what the human body is made up of, e.g. bones, blood & skin & the role these parts play – e.g. skeleton helps us stand up • Identify characteristics & attributes of different animals & humans, e.g. birds, feathers, fly. Meet their basic care needs. • Develop an understanding that humans are different genders, that they grow & age & sequence basic stages, e.g. baby, child, adult, that they have basic needs, e.g. food, water, air • Identify & compare everyday materials & their properties through exploration, e.g. cold, hard, shiny & group them according to simple properties • Manipulate everyday materials & group them according to their pliability • Carry out simple science experiments, observe and question what they notice when things are heated & cooled, both in the classroom & nature • Explore the outcome of contact & non-contact forces on different everyday objects & comment on what they observe in simple ways: push, pull, float, sink, stick (magnet), stop, fall. Begin to predict what might happen • Explore different light sources, create silhouettes & shadows, mix colours to create new colours, name colours correctly
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- Begin to show awareness of and respond to their familiar environment and changes to it, e.g. scanning it visually or auditorily for novel and interesting objects or events
- Through assistance, begin to respond to a reactive or immersive environment, e.g. sensory room
- Using their whole body in assisted exploration, discover a range of digital toys & experiences, e.g. a vibrating cushion, a toy with a moveable element, a screen with changing light patterns
- Begin to notice when objects appear or disappear on screen in familiar games and activities
- Become familiar with & begin to respond to, a range of everyday appliances with a strong sensory input, e.g. hairdryers, lights, fans, radio
- Begin to develop an understanding of cause and effect & apply this to switches or other access controls/devices
- Engage in early self-awareness, communication & social interaction activities: e.g. respond to their name, engage in intensive interaction with familiar adults, show awareness of familiar peers

- Find out about phenomena they have noticed in experiments through books, videos and online sources
- Use a selection of equipment to make simple measurements, e.g. hand lenses and egg timers and record their data in very simple ways with assistance
- Undertake fieldwork with support
- Participate in simple unplugged games & activities to help build early problem-solving skills
- Activate floor robots in order to repeat programmed actions
- Control digital content on screen (of familiar, everyday objects, people & places) in simple ways, in games and creative applications. Press a control device or the screen directly in response to prompts or through an understanding of cause & effect.
- Operate a range of access/control devices with support, (e.g. touch screen, foot pedal, finger button) in order to activate a range of everyday appliances: e.g. fans, cooking appliances
- Turn on & access a range of devices with support, (e.g. computers, tablets) using their preferred access method: roller ball, joystick, mouse, touch screen, eye-gaze, voice
- Build their understanding of e-safety through e.g., recognising their work as their own, pointing to their friends when asked, following simple rules in relation to use of ICT, working with a peer on an activity with the support of adult, making simple choices when working as a group on an ICT activity

- Explore different sources of sound, including a range of instruments. Experiment how to create different sounds. Identify a range of sources when out of view & when they are near or far. Observe & comment on sound vibrations, e.g. on a stringed instrument
- Explore a variety of objects that use electricity & how activate them. Observe & comment on the difference between when the source is present and not present.
- Follow basic safety rules when using electricity
- Communicate differences about night & day in terms of stars, moon, sun. Explore & comment on different surfaces in the natural environment especially rock & soil.
- Explore & comment on different properties of rocks & minerals, e.g. shape size, colour & carry out simple experiments to explore properties further – e.g. does water pass through them? do they sink?
- Find out about phenomena they have noticed in experiments through books, videos and online sources
- Use a selection of equipment to make simple measurements, e.g. hand lenses and egg timers and record their data in simple ways
- Undertake fieldwork with a degree of independence
- Apply basic principles of code & early problem-solving skills: e.g. sequencing and precision to a range of simple unplugged games & activities e.g. give instructions to make a drink of squash
- Programme simple operations into floor robots and explore and refine the results with support
- Manipulate, (e.g. move or select) digital content on screen, (of familiar, everyday objects, people & places), in games and creative applications by pressing a control

		<p>device or the screen directly in response to prompts or through an understanding of cause & effect.</p> <ul style="list-style-type: none"> Operate a range of access/control devices, (e.g. touch screen, foot pedal, finger button) in order to activate a range of everyday appliances: e.g. fans, cooking appliances Turn on & access a range of devices, (e.g. computers, tablets) using their preferred access method: roller ball, joystick, mouse, touch screen, eye-gaze, voice. Identify some of the key parts of computers. Build their understanding of e-safety through e.g., identifying their work as their own, distinguishing between friends and strangers, following simple rules in relation to use of ICT, take turns using ICT, working with a peer on an activity, contributing to decisions when working as a group on an ICT activity Build and construct simple objects with a range of construction toys, exploring how components fit together to make something Explore different physical structures in the classroom and natural environment Investigate and begin to use a range of everyday mechanisms, e.g. scissors, screw lids, door knobs
<p>At KS2 pupils will be taught to:</p> <ul style="list-style-type: none"> Recognise and demonstrate preferences for people, including peers Observe and explore how their whole body and separate body parts feel and move in different ways Using their whole body, encounter and engage in more independent exploration of a wider 	<p>At KS2 pupils will be taught to:</p> <ul style="list-style-type: none"> Observe and comment on obvious changes in the natural environment including changes in weather & seasonal changes and apply early enquiry skills, e.g. asking simple questions Purposefully engage with images, objects and through direct contact, a range of natural environments, e.g. beach, forest, park Differentiate a range of habitats / environments through the plants & animals that can be found there 	<p>At KS2 pupils will be taught to:</p> <ul style="list-style-type: none"> Name & describe the 4 seasons & their associated weather – compare and describe similarities and differences between them & record these on simple charts & tables Sequence the life cycle of a plant & list what plants needs to grow. Compare different types of plant life by their attributes. Apply simple scientific working skills to their study of plants, e.g. with assistance, measure & record the

<p>range of objects & their contrasting properties from the natural world, e.g. soil, trees, rocks, sunlight, shadow</p> <ul style="list-style-type: none"> • Recognise familiar words, symbols, tactile reference, photos, objects of reference or music of reference linked to phenomena in the natural world • Recognise a range of environmental sounds, e.g. bird song, barking dog • Demonstrate awareness of (through responding differently to and/or focusing more intently on) weather conditions, different natural environments: e.g. school grounds, park, garden, woodland, wetland, under a tree, in a naturally perfumed environment and contrasts in the natural environment, e.g. sunlight, wind, sound of waves • Take part in shared guardianship of the natural world with greater consistency & responsibility, e.g. watering the allotment over a term • Using their whole body, encounter and engage in more independent exploration of a wider range of scientific phenomena, e.g. light patterns & shadows, more subtle noises 	<ul style="list-style-type: none"> • Identify simple differences between things that are dead & alive • Identify basic parts of plants & observe how plants grow from seeds to buds to plants. Identify simple attributes of leaves, flowers, trees. Explore what plants need to grow by carrying out simple experiments. Explore plants in local & native biomes • Identify human body parts & the movements they make, the senses they control, & develop a basic understanding of what the human body is made up of, e.g. bones, blood & skin & the role these parts play – e.g. skeleton helps us stand up • Identify characteristics & attributes of different animals & humans, e.g. birds, feathers, fly. Meet their basic care needs. • Develop an understanding that humans are different genders, that they grow & age & sequence basic stages, e.g. baby, child, adult, that they have basic needs to live, e.g. food, water, air • Recognise some changes their bodies make as they approach adolescence • Identify & compare everyday materials & their properties through exploration. Allocate them to groups according to simple properties • Manipulate everyday materials & group them according to their pliability • Participate in a wider range of simple, adult & pupil-led science experiments & observe what happens. Apply a growing vocabulary. • Observe solids, liquids & gasses in the classroom & nature & how states of matter are changed by heating or cooling 	<p>growth of a plant. Explore plants in local & native biomes. Use some scientific terms, e.g. germinate</p> <ul style="list-style-type: none"> • Identify features of different animals & plants which help it to survive in a particular habitat. Identify how habitats provide animals with food & shelter, which includes an understanding of simple food chains. Recognise that species have adapted over time to help them survive in particular habitats. • Identify simple differences in the life cycles of different animals • List & categorise a range of pets, wild & farm animals, what they eat & how to care for them & identify differences & similarities between them with an increasingly complex vocabulary, e.g. claws, beak. Become confident & independent in meeting the care needs of common animals. • List what animals & humans need to live, including a balanced diet, rest & physical exercise • Identify different parts of the internal body & their functions, e.g. muscles, skeleton for protection, movement & support and think about the impact of diet, exercise, drugs & lifestyle choices on the human body • Identify & discuss some changes their bodies make as they approach adolescence & how this links to personal hygiene • Identify different senses & the body parts that link to these • Investigate which materials are best for particular purposes through experiments • Identify solids, liquids & gasses in the classroom & nature & explain how states of matter are changed by
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<ul style="list-style-type: none"> • Apply, explore and observe the outcome of a range of contact and non-contact forces on different objects: pushing, pulling, banging, pressing, rolling, tearing, ripping, scrunching, pouring • Focus more fully on activities and games which develop an understanding of object permanence • Respond more purposefully, including showing enjoyment and excitement of reactive & immersive environments, e.g. sensory room • Develop a more consistent understanding of cause and effect in order to start: independently activating a range of digital toys & experiences producing visual, auditory and tactile feedback & independently operating a range of everyday appliances with a sensory input, e.g. hairdryers, lights, fans, radio, mixers & blenders • Practice these skills using adapted access & simply programmed latch-timers & in context of other activities to help build connections between time, place & experience – e.g. using a blender in the ILS room whilst cooking • Begin to track a digitally created visual stimulus across a screen or a 	<ul style="list-style-type: none"> • Begin to make simple predictions about the outcome of contact & non-contact forces on different everyday objects & carry out simple experiments to compare similar objects with each other, e.g. rolling cars down a slope, record their findings in simple ways • Explore different light sources, create silhouettes & shadows, Explore light on different surfaces, mix colours to create new colours, name colours correctly. Follow basic safety rules when exploring the sun as a light source. • Experiment how to create different sounds on a range of sound sources including instruments. Muffle or reduce sound. Identify a growing range of sources when out of view & when they are near or far. • Identify everyday electrical appliances. Follow basic safety rules when using electricity with increasing recall. Identify which type of power source an object uses. Build their proficiency in activating a power source - i.e. operating switches etc. • Observe what the earth & other planets of the solar system look like & some of their key features. Observe how planets move in space. • Carry out simple experiments to explore properties of rocks & stones – e.g. does water pass through them? do they sink? Identify ways in which they are different. • Observe obvious things in rocks such as fossils and explore how these link to dinosaurs • Undertake practical experiments to find out answers to simple questions, applying scientific methods in simple ways with support, e.g. controls, trial & error, observations & recording over time 	<p>heating or cooling. Use thermometers to measure & compare relative temperatures</p> <ul style="list-style-type: none"> • Carry out a wider range of simple science experiments, observe and question what they notice, with a growing scientific vocabulary, e.g. separating out colours using filter paper • Follow basic safety rules when carrying out experiments • Make predictions about the outcome of contact & non-contact forces on different objects & surfaces & carry out simple experiments to test their predictions e.g. rolling different size cars down slopes made of different materials & at different angles. Record their findings & identify patterns. Use scientific terms to describe what they see, e.g. gravity, friction, repel, attract • Identify which forces are at play in observable phenomena, e.g. stretching rubber, attracting metal to a magnet • Explore how shadows change with the movement of the sun, how light responds to different surfaces, shiny, matt. Begin to use scientific terms, translucent, opaque transparent. List the colours of the rainbow in order. Apply basic safety rules when exploring the sun as a light source. • Recall a variety of sound sources. Determine their distance from the sound source. Link pitch to size & length of sound sources. Categorise sounds sources. Explain how they can muffle sound. • Identify everyday electrical appliances & how they are activated. List common dangers of using electricity. Use mains powered appliances safely. Sort objects into those running off batteries & mains. Links power source size to object size. Build their understanding of how electricity
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stimulus which has been auditorily generate

- Continue to develop early self-awareness, communication & social interaction skills: e.g. begin to show preferences for digitally generated images & sound & greater consistency in communicating these, show an awareness of and response to familiar peers, participate in shared social activities and opportunities

- Use a range of simple measuring equipment & other equipment with support to help them carry out their investigations, chart & record their finding
- Apply basic principles of code & early problem-solving skills to a range of simple unplugged & digital games & activities, e.g. accurately sequencing making a drink of squash, programming a Beebot to move forwards, turn left and right, getting a sprite to perform very simple actions on Scratch Junior with full adult support
- Manipulate, (e.g. move or select) digital content on screen, in games and creative applications with growing confidence & independence
- Combine digital content from different software applications with support, e.g. add text or an image to slides in a presentation
- Operate a range of access/control devices, (e.g. touch screen, foot pedal, finger button) with growing confidence & independence in order to activate a range of everyday appliances
- Use some basic terms to describe hardware & software they come across: internet, keyboard, folder, mouse, screen, file, search bar, website
- Carry out some basic operations: turn on, shut down, log in & out with support, navigate their way round screens with support, print & collect their work
- Recall basic personal data from choices if necessary: name, age, school, family
- Build their understanding of e-safety through e.g. contributing to decisions when working as a group on an ICT activity, distinguishing between friends and strangers, recalling simple rules in relation to ICT & know how they relate to them, e.g. know there are age limits to some games

travels differently through different materials & requires an unbroken circuit. Begin to build simple circuits.

- Describe the earth, moon & other planets in simple terms, e.g. shape, rings & what the earth looks like from space. Name the planets of the solar system.
- Describe how the planets move in relation to each other & make simple connections between the movements of the planets & phenomena on earth, e.g. day & night, seasons
- Match samples of rock/minerals to charts to identify them. Carry out simple experiments to find what soil consists of. Explore layers of rock. Sort rocks/minerals according to simple criteria.
- Link some fossils to dinosaur remains. Explore what these fossils tell us about dinosaurs.
- Build a basic understanding of the chronology of the earth & when certain features were formed or existed
- Undertake practical experiments to find out answer to their questions, applying scientific methods, e.g. controls, trial & error, observations & recording over time
- Use a range of measuring equipment & other equipment to help them carry out their investigations, chart & record their findings, e.g. microscopes, cameras, thermometers
- Be aware of some famous naturalists, animal behaviourists & evolutionist, e.g. David Attenborough and Jane Goodall, Carl Linnaeus, Mary Anning, Charles Darwin and Alfred Wallace, chemists, e.g. Ruth Benerito, physicists, e.g. Galileo Galilei, Isaac Newton, Ptolemy, Alhazen and Copernicus
- Identify everyday devices that contain computers & what these computers do. Understand that computers

& activities and know what age they are, tell someone if they see something they don't like

need to be *programmed* to carry out actions & will only do what they are programmed to do.

- Begin to develop a basic understanding of binary code, the role this plays in computing & how it is stored
- Give precise and unambiguous lists of instructions in order to achieve a desired result in a range of unplugged and digital games & activities. Use logic & reasoning to correct & refine their results if not as expected.
- Apply logic, creativity and problem-solving skills to a range of block-based programming projects, e.g. Scratch Junior, Blockly
- Use the correct terms for the concepts they encounter code, algorithms, events, sequencing, programming, bug & debug, loop, repetition, input, output, hardware, software, bits, bytes, hard-drives, cloud
- Manage their own account & organise, save & retrieve information effectively with support, e.g. naming documents and files sensibly
- Manipulate & combine digital content in a range of software applications for a range of purposes & across devices with support, e.g. format images & add these to simple presentations, send an image taken on a tablet to a PC via an email
- Record and process data digitally using simple applications
- Work on digital projects collaboratively, sharing their ideas & building on the ideas of peers in simple ways
- Appreciate the role the internet plays in our day-to-day lives, what it can be used for & which devices & programmes are best for which purposes
- Report digital content that concerns them to a trusted adult & not give up until they have been listened to

		<ul style="list-style-type: none">• Abide by the school e-safety rules and codes of conduct, (appropriate to their age & understanding): be kind online, respect age limits, keep passwords to themselves, (or a trusted adult if they have difficulty remembering it), log out when finished, treat hardware with respect, be mindful of the environment & financial cost to school when printing• Build healthy online behaviours: limit quantity & timing of screen access, (well-being) think before posting – consider how something might be received, (relationships, bullying, intimidation) remember their own digital footprint, (reputation, identity), protect their personal information, remember not everyone is who they say they are online
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Appendix 4: Letter to parents/carers

Thomas Wolsey Ormiston Academy

Defoe Road
Ipswich
IP1 6SG

RE: Relationship and sex education at Thomas Wolsey Ormiston Academy

Dear parent/carers,

Government guidelines outline that from the age of 11, it is compulsory for all schools to provide a relationship and sex education programme.

At Thomas Wolsey Ormiston Academy we believe that it is important to provide our pupils with a thorough and balanced curriculum, including age-appropriate information about sex and relationships.

The details of what will be taught to the various year groups is detailed in the academy's *Relationship & Sex Education and Health Education policy*, which can be accessed on our school website or in hard copy via our office.

Though schools must provide sex and relationship education for pupils from the age of 11, up until the age of 19, only aspects of the science national curriculum are compulsory for pupils to learn. Therefore, as parents/carers, you are entitled to request that your child be removed from relationships and sex (RSE) education lessons.

Such requests should be submitted to me, the interim co-principals, who will discuss this with you and your child's teacher and determine an appropriate substitute for these lessons. In most instances, children will be provided with self-directed reading or exercises which they can complete under the supervision of a trainee teacher.

If you have any concerns or queries about your child's participation in these lessons, please do not hesitate to contact either us or your child's class teacher to discuss these.

Yours sincerely,

Helen Dickenson and Emily Webster

Co-Principals