

Ormiston Academies Trust

Thomas Wolsey Ormiston Academy

Relationship and Sex Education (RSE) and  
Health Education policy  
(Secondary)

Appendices

## Appendix 1 - SEWB and PCI Ages and Stage Pathway Progression for Key Stage 3 and 4

Emerging Learners	Early Learners	Established Learners
<p>At KS3 pupils will be taught:</p> <ul style="list-style-type: none"> <li>• To recognise themselves in mirror</li> <li>• To attract attention to themselves</li> <li>• To show a positive response to familiar peers</li> <li>• To extend their friendship circle to less familiar peers, e.g. peers from other classes</li> <li>• To initiate social interactions with an adult or peer</li> <li>• To identify family members who are special to them</li> </ul>	<p>At KS3 pupils will be taught:</p> <ul style="list-style-type: none"> <li>• To memorise and communicate personal details, e.g. their surname, their age, their street name</li> <li>• To take responsibility for their personal belongings, e.g. unpacking their bag, passing on messages from home</li> <li>• To identify key features of a family- and values placed on family relationships</li> <li>• What commitment and promises mean</li> <li>• To identify what the features of a good friendship are, e.g. kindness, sharing interests and problems, truthfulness</li> <li>• That most friendships have ups and downs and ways of dealings with these</li> <li>• That friendship should not be exclusive and what to do if a friendship doesn't feel right</li> </ul>	<p>At KS3 pupils will be taught:</p> <ul style="list-style-type: none"> <li>• To develop confidence in memorising and reciting all personal details, e.g. address, birthday, phone number</li> <li>• To accept responsibility for their personal belongings, e.g. ensuring they follow school rules in the use of mobile devices and know they are their responsibility</li> <li>• To recognise, value and accept different family structures</li> <li>• About marriage in different cultures</li> <li>• To learn to self-regulate the amount of screen time and understand why breaks away from it are important</li> </ul>

<ul style="list-style-type: none"> <li>• To express simple feelings through their PMC with increasingly reliability</li> <li>• To actively and deliberately move in specified ways as part of body awareness activities</li> <li>• To broaden their choices of tastes and textures and make connections between new words to describe these</li> <li>• To intentionally explore a range of contrasting environments through exploration of resources and visits, e.g. public transport, busy shopping streets, libraries</li> <li>• To intentionally explore a wider range of experiences linked to routine and special occasions through drama and role play activities</li> </ul>	<ul style="list-style-type: none"> <li>• To respect other people, including those who are different from us</li> <li>• That the internet can be a safe, happy place if we follow the rules, these include sticking to the age guidelines and doing other things in our free time</li> <li>• Sometimes people break the rules. They sometimes lie, they are sometimes mean, they sometimes try to con us</li> <li>• That they must always tell someone if they feel worried or unsafe and not give up until they are listened to</li> <li>• That their body belongs to them and what appropriate and inappropriate contact and requests for online sharing, look/feel like</li> <li>• To correctly identify a greater range of emotions within themselves and others, happy, sad, angry, scared, excited and begin to recognise changes following certain activities</li> <li>• To identify different foods, express preferences, categorise them by type and as</li> </ul>	<ul style="list-style-type: none"> <li>• To begin to discern the veracity of media claims and what purpose might lie behind them</li> <li>• That people hide behind the anonymity of the internet and why they might do this</li> <li>• That their body belongs to them, what are appropriate boundaries and requests online and offline and what to do if these have been made</li> <li>• To articulate how different experiences might make them feel, understand that there is an appropriate range of emotions and begin to spot signs where they or others may need help and know how to seek this</li> <li>• To prepare a range of healthy snacks</li> <li>• To develop confidence and independence in cooking skills, e.g. planning meals, timing, memorising simple recipes, e.g. pastry – half fat to flour</li> <li>• To be independent in mealtime etiquette and skills and apply these to a range of situations, e.g. educational visits, planning shared meals in school activity days</li> </ul>
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	<p>healthy or unhealthy, know they need a range of foods to be healthy</p> <ul style="list-style-type: none"> <li>• To apply mealtime etiquette and skills to a range of situations for themselves and others, e.g. correct use of cutlery, laying the table</li> <li>• To develop confidence in cooking skills, e.g. spreading, cutting, measuring, following a recipe</li> <li>• Safety and hygiene in the kitchen, e.g. tie hair, aprons, safe use of appliances and equipment</li> <li>• To plan shopping trips: quantities and ingredients needed, writing simple lists, checking money, bags etc.</li> <li>• To be confident in local shops: finding and paying for items, communicating with shop staff</li> <li>• To participate in a range of physical exercises and activities and say how they make them feel</li> <li>• About some of the ways that addictive substances can harm you and what to do if someone offers you something</li> <li>• To establish good health and hygiene routines, what these should include and why they are important as teenagers</li> </ul>	<ul style="list-style-type: none"> <li>• Safety in the kitchen, e.g. safe use and storage of appliances and equipment, food hygiene and safe storage</li> <li>• To shop wisely through, e.g. checking sell-by dates, planning meals beforehand, planning shopping routes etc.</li> <li>• To use a wider range of shops, including supermarkets, shopping malls and town centres</li> <li>• About the importance of physical exercise and healthy eating and the effects of poor diet and an inactive lifestyle such as tooth decay, obesity and poor mental health</li> <li>• About risk and consequence (both physical and psychological) associated with addictive substances, including legal and illegal drugs, alcohol and tobacco – and how to resist peer pressure</li> <li>• That establishing good health and hygiene routines, (in order to look after their <i>mental</i> and <i>physical</i> health) are even more important in adolescence</li> <li>• To make appropriate dress choices for different formal and informal occasions</li> </ul>
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	<ul style="list-style-type: none"> <li>• To dress themselves including fastenings and make appropriate choices depending on the weather</li> <li>• To observe rules about taking medicines</li> <li>• 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</li> <li>• Understand that changes in the way they feel about other people are a normal, natural part of human development and when and how to express and explore those feelings</li> <li>• To develop confidence in simple basic first aid skills</li> <li>• How to contact emergency services</li> <li>• 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</li> <li>• To care for clothes: folding, hanging, putting away and with support, how to wash and dry clothes</li> <li>• Safety rules to follow in the home and garden</li> </ul>	<ul style="list-style-type: none"> <li>• About national health advice regarding immunisation, infection control and anti-biotics and why it is important to follow this advice</li> <li>• What healthy and positive friendships and relationships look like, e.g. trust, mutual respect, consent, honesty, and what distinguishes a friendship from an intimate relationship</li> <li>• How to manage difficulties in friendships and relationships including conflict, reconciliation and endings</li> <li>• To identify what bullying is and how to get help</li> <li>• About reproduction and that sexual development is a normal, natural part of human development and that it can look different for different people, e.g. LGBT</li> <li>• About stereotyped attitudes towards self and others</li> <li>• To be tolerant of others' beliefs and life-style choices</li> <li>• About their rights and responsibilities towards authority</li> </ul>
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	<ul style="list-style-type: none"> <li>• Safety specific to the environment, e.g. road safety, water safety</li> <li>• To use public transport, e.g. identify bus route numbers, pay for tickets, request a stop</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Further first aid skills, e.g. administering CPR, use of defibrillators</li> <li>• Know which emergencies they are most likely to encounter in different scenarios, e.g. in summer, around water etc. and what skills may be required</li> <li>• To use of a greater variety of household appliances and equipment to clean and use different products for different purposes</li> <li>• To care for clothes: washing, drying, ironing, care of different fabrics and colours</li> <li>• Identify and prevent dangers in the home and garden, e.g. not overloading electric cables</li> <li>• Safety specific to the environment, e.g. around water sources, in crowds</li> <li>• How to read time-tables and plan routes when travelling by public transport</li> </ul>
<p>At KS4 pupils will be taught:</p> <ul style="list-style-type: none"> <li>• To demonstrate pleasure in their achievements</li> </ul>	<p>At KS4 pupils will be taught:</p> <ul style="list-style-type: none"> <li>• To apply personal details to forms and other real life purposes with support, e.g. address, birthday, phone number</li> </ul>	<p>At KS4 pupils will be taught:</p> <ul style="list-style-type: none"> <li>• To apply personal details to forms and other real-life purposes, e.g. address, birthday, phone number</li> </ul>

<ul style="list-style-type: none"> <li>• To interact with a range of less familiar people</li> <li>• To extend their friendship circle to new peers in new contexts, e.g. through college link</li> <li>• To name members of their immediate family</li> <li>• To initiate the communication of simple feelings through their PMC with increasingly reliability</li> <li>• Modify anger / frustration responses with support</li> <li>• Calm once an issue has been resolved and begin to indicate what has made them upset</li> <li>• To link preferences to conventional forms of communication</li> <li>• Independently initiate a range of movements as part of their body awareness activities</li> </ul>	<ul style="list-style-type: none"> <li>• To take responsibility for their personal belongings and keep them safe</li> <li>• The key characteristics of family life</li> <li>• The similarities and differences between church weddings and registry office ceremonies</li> <li>• To develop their understanding of who they can trust or who they can seek support from if needed</li> <li>• That they must not give out personal information to people they don't know, this includes pictures and words</li> <li>• That establishing good health and hygiene routines and learn to carry these out with greater personal responsibility</li> <li>• To make appropriate dress choices for different formal and informal occasions, such as in the workplace, at college and for special occasions</li> <li>• Correctly identify a greater range of emotions within themselves and others, happy, sad, angry, scared, excited and begin to identify activities that cause these to change</li> <li>• Prepare some simple healthy snacks</li> </ul>	<ul style="list-style-type: none"> <li>• To know different ways of keeping their personal belongings safe, especially when in public spaces</li> <li>• To recognise, value and accept different family structures- living together, same sex parents etc</li> <li>• About diversity in weddings and marriages and the underlying meaning behind commitment</li> <li>• What cohabitation is</li> <li>• To consider critically the information presented online and recognise the purpose behind it, e.g. encouraging people to part with their money through either legal or illegal means.</li> <li>• To consider critically online relationships</li> <li>• To know the risks and pressures of sharing private material with someone online, what might happen and how to avoid it</li> <li>• To be aware of the law around viewing inappropriate material online</li> <li>• To recognise which online behaviours may result in poor mental health or reflect abusive relationships or harassment and what to do if this happens</li> <li>• The importance of maintaining good mental health through e.g. community participation or physical exercise</li> <li>• To identify different types of mental ill-health</li> <li>• An understanding of how their behaviour could impact on the mental well-being of others</li> </ul>
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<ul style="list-style-type: none"> <li>• To make clear and informed choices of tastes and textures in a range of familiar and less familiar environments</li> <li>• To make clear and informed choices about a range of environments</li> <li>• To make clear and informed choices about wider range of experiences linked to routine and special occasions through drama and role play activities</li> </ul>	<ul style="list-style-type: none"> <li>• To apply mealtime etiquette and skills to a range of situations in the adult world, e.g. use payment cards in college canteens, serve in restaurants</li> <li>• To develop confidence and independence in cooking skills and how these relate to the workplace</li> <li>• Safety in the kitchen, e.g. safe use and storage of appliances and equipment, food hygiene and safe storage</li> <li>• To become confident in using a wider range of shops, including supermarkets, shopping malls and town centres</li> <li>• To participate in a range of physical exercises and activities and know these will keep them healthy</li> <li>• Further ways that addictive substances can harm you, including your thoughts and feelings, and what to do if someone offers you something</li> <li>• What healthy and positive friendships and relationships look like, e.g. trust, mutual respect, consent, honesty, and what</li> </ul>	<ul style="list-style-type: none"> <li>• About what constitutes a healthy lifestyle and the links between poor lifestyle and more serious illnesses</li> <li>• To apply their understanding of dress code to the adult world – learn appropriate clothes for work, college and special occasions</li> <li>• How to prepare healthy, balanced, low-cost meals</li> <li>• Understand how mealtime etiquette and skills apply to the adult world and perform tasks independently, e.g. waiting or serving in restaurants, hosting dinner parties, using payment cards in college canteens</li> <li>• How hygiene and health and safety are essential skills in the workplace, how they apply to the food industry and related jobs, e.g. retail</li> <li>• Safety in the kitchen, e.g. checking and maintaining equipment and appliances</li> <li>• To shop wisely through, e.g. researching price comparisons, applying limited budgets, using online shopping facilities</li> <li>• To use a wider range of shops with confidence and think about what needs to be considered when shopping at different places, e.g. transport, distance, opening hours</li> <li>• About risk and consequence associated with addictive substances, (including the law around possession and supply and the link to serious</li> </ul>
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	<p>distinguishes a friendship from an intimate relationship</p> <ul style="list-style-type: none"> <li>• To explore difficulties in friendships and relationships and how they might manage these</li> <li>• Recognise bullying and know to seek help if it occurs</li> <li>• That their body belongs to them and they have a right to say no to things they don't like</li> <li>• To develop their confidence and ability to express and explore their changing feelings and desires</li> <li>• To understand, in simple terms, that certain sexual behaviours have consequences and what these consequences are</li> <li>• To contact emergency services with confidence and which service can help with different situations</li> <li>• To develop their confidence in a range of basic first aid skills</li> <li>• How often things need cleaning and establish simple cleaning routines</li> </ul>	<p>mental health conditions) how to resist peer pressure and where to get help</p> <ul style="list-style-type: none"> <li>• To develop their understanding of positive and healthy friendships in a variety of contexts including online and practical steps they can take in different contexts to improve or support respectful relationships</li> <li>• About stereotypes and attitudes towards others, how it encourages prejudice and the damage this can cause</li> <li>• Their legal rights and responsibilities regarding equality</li> <li>• About why people have sex and to be aware of positive and negative motives of themselves and others, that their body is theirs to make choices about their sexual behaviour</li> <li>• Safe sex behaviours including: STIs, (prevention, impact and treatment), contraceptive choices and pregnancy</li> <li>• Where and how to access confidential sexual and reproductive health advice and treatment</li> <li>• How to manage and understand sexual pressure, including resisting pressure and pressurizing others</li> <li>• Which behaviours around sex and relationships are classed as criminal activity</li> <li>• Develop their confidence in a range of first aid skills</li> </ul>
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	<ul style="list-style-type: none"> <li>• To care for clothes: washing, drying, ironing, care of different fabrics and colours</li> <li>• To spot dangers in the home and garden and seek help</li> <li>• Where to get help in less familiar environments</li> <li>• To become confident with familiar public transport routes</li> </ul>	<ul style="list-style-type: none"> <li>• Be confident in knowing which emergency services are needed in different situations and following through a range of emergency procedures</li> <li>• How often things need cleaning and how to establish a cleaning routine</li> <li>• To think about what care will be needed for different items of clothing when choosing them</li> <li>• How to address problems in the home, e.g. how and when to call out an electrician or a plumber</li> <li>• Safety specific to the environment, e.g. typical hazards in different workplaces, when out socialising</li> <li>• Travel training – independent travel to and from college</li> </ul>
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## Appendix 2 - SEWB and PCI Programmes of Study for Secondary

Topic	Health & Well-Being		Healthy Relationships			The Wider World	
	Health & Hygiene	Daily Routines & Lifestyle	Sense of Self & Personal Values	Healthy Relationships	Staying Safe in Relationships	Accessing the Community	Citizenship
	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 & managing personal finances	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 Transport – road safety, cycle safety, Services Leisure - water safety Basic First Aid Dealing with Emergencies	Democracy Volunteering Law Human rights
Robots	U (and L where possible) – Mental health, well-being & lifestyle in use of screen time – balance –	L – Using electrical appliances in the home L & U – Health & prevention - safety rules	U - AI and what makes us human?	L & U – What does a healthy friendship look like? - Friendships with ‘people’ (robots) who are different to us	U (and L where possible) – Staying safe in a technological/ digital age – Internet safety & harms - <b>general overview of core</b>	L & U – Accessing technology in the community to carry out everyday tasks, e.g. vending machines, self-service checkouts,	

	quantity & time of day U – self-regulation & building in breaks	around the use of electrical appliances			<i>aspects of online safety:</i> self-image & identity, online relationships, online reputation, online bullying, managing online information, privacy & security, copyright & ownership	online ordering etc	
World War 2	L & U – Physical health & fitness & its importance – U - effects of inactive lifestyle, e.g. tooth decay, obesity, poor mental health L & U – Dealing with difficult emotions & experiences of bereavement, articulating these & where to seek help	L & U – Cooking skills U – confidence & independence in cooking skills & memorising simple recipes/ key components of, preparing balanced, low-cost meals L & U – Safety in the kitchen, U - food storage & food hygiene	L & U – Gender stereotypes – awareness & challenge – link to how wartime changed attitudes	L & U – Managing difficulties in relationships – forgiveness, reconciliation and endings		L & U – Shopping skills - preparations– U - shopping economically - sell-by dates, price comparison	L & U – Pulling together in times of national crisis – e.g. evacuees, home guard

Asia	<p>L – Calming &amp; controlling difficult emotions L &amp; U – Changing Adolescent Body – Emotional changes &amp; mood swings, reproduction *</p> <p>*postponed due to lockdown</p>	<p>L &amp; U - Laundry Sorting whites &amp; colours, different types of fabric Using a washing machine Hanging out clothes on a line Using a tumble dryer Hanging clothes Folding clothes</p> <p>U - Washing labels, different types of cycle, ironing</p>		<p>L &amp; U - Knowledge, understanding &amp; respect for other cultures</p>	<p>L &amp; U - E-courtesy – rules &amp; guidelines L &amp; U - Being kind online – online &amp; off-line same rules apply L &amp; U - Safe online behaviours in social situations – disclosure of personal information, overshare (and pressure to do so – including images), digital footprint &amp; legal implications, dangers of arranging meeting up offline</p>		<p>U – British value of ‘mutual respect’ in modern Britain - compare attitudes during British Raj</p>
Europe	<p>U (and lower where possible) – Risk &amp; consequence around illegal addictive substances – especially</p>		<p>L – Developing understanding of themselves &amp; things that are theirs L &amp; U – Taking responsibility for personal</p>		<p>L – simple searches L &amp; U – Managing online information – U - effective &amp; reliable searches, critical evaluation of online content</p>	<p>L – Interacting with less familiar people in less familiar environments L &amp; U – Travel skills – travelling by public</p>	<p>L – Choice-making L &amp; U – British values – democracy &amp; the rule of law - key features of different types of government &amp; key features of democracy –</p>

	trafficking of addictive substances - resisting peer pressure & where to get help		belongings and keeping personal belongings safe in public places & when travelling L & U – rights & responsibilities towards authority		L & U – intellectual property – copyright & ownership – especially creative content	transport – reading time-tables, planning routes	importance of voting U - local, regional and national government bodies & involvement
Chocolate		L & U - Healthy Eating & Health & Prevention – dental health (L-toleration of) & being treat wise, obesity & how to get help U (and L where appropriate) – Budgeting and financial management	L – Choice-making L & U – Ethnical consumer choices – Fairtrade	U (and L where possible) – Healthy/unhealthy relationships – persuasion & coercion & the right to say ‘no’, practical steps they can take to support respectful relationships, kindness and caring for others in relationships	L – Making choices L & U – Managing online information – recognising techniques for persuasion U - cookies & targeting of online content, discerning the veracity of media claims L & U – Bullying online or off-line – intervention & support	L – Interacting with less familiar people in less familiar environments L & U – Shopping skills – including communicating confidently U - recognising persuasive devices used in retail – e.g. BOGOF, advertising L & U – Making appointments - dentist	

Space		L – Dressing independently & dressing routines L & U – Health & hygiene routines, taking responsibility and the importance of these in adolescence	L – Celebrating personal achievements in themselves & others U - Gender & BAME stereotypes – awareness & challenge – link to role models in the space industry	L – Building positive responses & relationships with peers & adults L & U – Sustaining healthy and positive friendships and relationships and what they look like – e.g. trust, mutual respect, consent, honesty and managing difficulties in relationships – conflict, reconciliation	U (and L where possible) - Ownership & Copyright – protecting personal content and crediting the rights of others (if creating e-books for younger readers) - illegal access & distribution	L & U – Developing confidence in basic first aid skills U – Further first aid skills – e.g. administering CPR and use of defibrillators	U – Legal rights and responsibilities regarding equality - their own and others – where to get support and advice
Victorians		L & U - Safety in school and the workplace & hazards & prevention, especially around electricity and	L – Self-belief and celebrating personal achievements in themselves & others - U - Being a role model for		L – Sense of self, responding to personal objects of reference U (and L where possible) donating online – Privacy & Security – strategies	L – Problem-solving L & U – Maintenance of household appliances and dealing with emergencies –	L & U – Social action projects & charity work (L - participation in)

		machinery – U how to deal with incidents	younger pupils & in wider society		to protect personal data U – Online reputation – building positive online profiles L & U – Bullying off- line – intervention & support	calling out services, e.g. calling out electricians & plumbers	
Earth	L & U – Changes to moods & physical body during adolescence Sex ed – reproduction & sexual development – normal part of growing up U (KS4) – How sexual development might be different for different people – LGBT	L & U – Safety around the garden & outdoor spaces	L & U – Moral responsibility – lifestyle choices to protect nature & care for the environment	L & U – Differences between friendship and intimate relationships U (and L where appropriate) (KS4)– Healthy non-coercive relationships – understanding an ownership of their bodies & their right to say ‘no’, understanding sexual pressure &	U (KS4) – Healthy & unhealthy online relationships including legal implications - risks & pressures of sharing private material online - establishing boundaries, grooming, being pressurised to share inappropriate images & content including sharing pornography L & U – Online bullying – how technology impacts	L & U – Accessing nature and open spaces (where possible further afield from local environment & in more adventurous ways, e.g. camping)	L & U – Environmental stewardship



	U (KS4) - Safe sex behaviours – STIs and contraception U (and L where appropriate) (KS4) - Where & how to access confidential sexual & reproductive health advice & treatment L & U – The importance of accessing nature & open spaces for physical and mental well-being			pressurising others	on this – effective reporting & intervention		
British Culture	L & U – Legal addictive substances especially alcohol & tobacco – the law around	L & U – Make-overs – dressing up for special occasions L & U – Dressing appropriately for different formal			L – Self-awareness of body L & U – Developing strong, positive self-image L & U – Self-image & identity – online &	L – Exploration of less familiar places – communicating feelings L & U – Water safety	L & U – Overview of 5 British values – democracy, rule of law, respect, individual liberty, tolerance of those of faith and no faith

	consumption, links between addictive substances & unhealthy lifestyles & illness U – Where and how to seek help and resisting peer pressure	& informal occasions – evening out, work, beach, lounge wear etc. L & U - Caring for & looking after their clothes			offline – stereotypes & media representations L & U – Bullying online or off-line – intervention & support	L & U - Staying safe in public places L & U – Dealing with emergencies through the emergency services	
Beliefs and Values			L & U – Knowing, recalling and spelling (depending on level personal details U – Form-filling for a variety of purposes U – Pressure to fit in, standing up for personal beliefs	L & U – Formalising relationships through commitment and ceremony – weddings, civil partnerships, marriage ceremonies in different cultures U – Recognising & valuing different family structures & different types of relationships	L & U – Group & collective identities, sharing & enjoying experiences & time with friends & family L & U – Staying safe in public events and crowds		U (& L as appropriate) - Universal Declaration of Human Rights – what it is and how it applies to individuals

				including co-habitation & couples that choose to live together			
Going Places	L & U – Physical activity – importance of active lifestyles for physical and mental well-being	L & U – Personal hygiene especially after sports & general washing routines U – Budgeting & managing personal finances – especially relating to transport, including hidden costs such as insurance – e.g. price comparison of cars, public transport etc.			U – Managing online Information & Privacy & Security online – price comparisons when making online travel ticket purchases online & how to protect personal information – e.g. bank account details	L – Confidence communicating in public – transport staff – buying tickets L & U – Travel skills – travelling by public transport – reading time-tables, planning routes L & U – Contacting emergency services especially relating to travel accidents	L & U – Transport and the Environment – different types of transport and making ethical choices

A Celebration of Suffolk	L & U – Legal addictive substances – especially moderation of consumption during celebrations & special occasions	L & U – Cooking skills - especially preparation of low-cost, healthy snacks & picnic meals L & U - finance & budgeting – price & health comparison with take-away meals & fast food	L & U – Self-awareness & celebrating own & others unique talents	L & U – Group & collective identities, sharing & enjoying experiences & time with friends & family L & U – Using digital content effectively to create positive personal profiles - social media to promote purpose & self	L & U – Staying safe in public events and crowds U – Managing online information - effective & reliable searches, critical evaluation of online content U – Ownership & copyright – protecting personal content, crediting the work of others, legal implications of illegal access, download & distribution		L & U – Community involvement – volunteering & participating in local communities
The Big Screen	L & U – Sex ed – reproduction & sexual development – normal part of growing up U (KS4) – How sexual	L & U – Health & prevention - safety around electricity & a range of electrical appliances		L & U – Differences between friendship and intimate relationships – link to sex and relationships	L – Self-awareness of body L & U – Developing strong, positive self-image L & U – Self-image & identity – online & offline – stereotypes	L & U – Developing confidence in basic first aid skills U – Further first aid skills – e.g. administering CPR	

	development might be different for different people – LGBT U (KS4) - Safe sex behaviours – STIs and contraception U (and L where appropriate) (KS4) - Where & how to access confidential sexual & reproductive health advice & treatment			portrayal on screen U (and where appropriate) - Positive body image & media portrayal U (and L where appropriate) - Age restrictions & laws around sexual behaviour U - (KS4) – Why people have sex, safe sex behaviours, STIs, contraceptive choices	& media representations U – Online reputation – managing online content in representation of self, the law, digital footprint U – Ownership & copyright – protecting personal content & crediting the work of others	and use of defibrillators L & U – Accessing leisure activities in the community, especially cinema & entertainment – L - developing confidence in communicating & being in less familiar environments - choice-making L & U – Ordering tickets, finding out what’s on, planning & carrying out leisure activities – what, how, when	
Ancient Civilizations - Ancient Greece	L & U – Importance of participation in physical exercise including	L & U - Laundry Sorting whites & colours, different types of fabric	L & U – Right & wrong – choice - making L & U – Personal integrity & moral	L & U – Our families who care for us – caring & respectful behaviours within	L & U – Compare practice & attitudes in Ancient Greece & modern society - explore different	L & U – Accessing physical exercise in the community – leisure centres, sports clubs,	L & U – Our morals & our legacies – making a difference to our communities

	competitive events	Using a washing machine Hanging out clothes on a line Using a tumble dryer Hanging clothes Folding clothes  U - Washing labels, different types of cycle, ironing	codes by which we live – ourselves & our legacy – what will we be remembered for?	families, ups & downs of family relationships	types of relationships, family structures & organisation, gender stereotypes	including spectator sports – finding out about events, buying tickets, making choices, planning & carrying out visits	through social action U – Legacy of the Greeks – democracy - key features of different types of government & key features of democracy – importance of voting U - local, regional and national government bodies & involvement
Global Rhythm and Rhyme		L & U – Cooking skills - confidence & independence in cooking skills – cooking & trying less familiar dishes & ingredients – following recipes	U – Ethical consumer choices – air miles, Fairtrade, conditions & workers’ rights		L & U – Awareness & respect for people who are different to me L & U – Online relationships & online bullying – being kind online, online etiquette & acceptable behaviours	L & U – Developing skills & confidence in shopping – shopping for less familiar ingredients – locating specialist shops & markets, navigating larger supermarkets	L & U – Multi-cultural Britain – awareness, respect & celebration U – Global links & interdependence – implications for the choices we make

		L & U – Safety in the kitchen, U - food storage & food hygiene, safe use of electrical appliances in the kitchen					
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## Appendix 3 – Cognition and Learning: Science and Technology Age and Stage Pathway Progression for Key Stage 3 and 4

<b>Emerging Learners</b>	<b>Early Learners</b>	<b>Established Learners</b>
At KS3 pupils will be taught to: <ul style="list-style-type: none"> <li>Recognise, demonstrate and express clear preferences for people, including less</li> </ul>	At KS3 pupils will be taught to: <ul style="list-style-type: none"> <li>Name &amp; describe the 4 seasons &amp; their associated weather – compare and describe similarities and differences</li> </ul>	At KS3 pupils will be taught to: <ul style="list-style-type: none"> <li>Identify extreme weather types both nationally &amp; globally &amp; build their understanding of why these occur</li> </ul>

<p>familiar people, using words, symbols, tactile reference, photos or objects of reference</p> <ul style="list-style-type: none"> <li>• Become aware of how their body is changing and become more consistent and varied in how they move their body &amp; body parts</li> <li>• Engage in independent exploration of a wide range of objects from the natural world for extended periods &amp; interact with them in increasingly complex &amp; deliberate ways</li> <li>• Recognise, demonstrate and express clear preferences for objects &amp; experiences from the natural world using words, symbols, tactile</li> </ul>	<p>between them &amp; record these on simple charts &amp; tables</p> <ul style="list-style-type: none"> <li>• Sequence the life cycle of a plant &amp; 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 the growth of a plant. Explore plants in biomes across the world</li> <li>• Identify simple features of different animals &amp; plants, which help it to survive in a particular habitat. Identify, in simple ways, how habitats provide animals with food &amp; shelter, how changes to a habitat can be dangerous for the things that live there. Recognise that species have adapted over time to help them survive in particular habitats.</li> <li>• Identify simple differences in the life cycles of different animals</li> <li>• List &amp; categorise a range of pets, wild &amp; farm animals, what they eat &amp; how to care for them &amp; identify differences &amp; similarities between them with an increasing vocabulary, e.g. claws</li> </ul>	<ul style="list-style-type: none"> <li>• Apply scientific working skills to their studies of plants that they observe either in nature or within controlled environments, e.g. measuring, recording, charting, describing, labelling, categorising. Give examples of plants in different biomes across the world. Use scientific vocabulary, e.g. germination, nutrition. Investigate the workings of a plant through simple experiments</li> <li>• Explain how habitats &amp; micro habitats suit the things that live there &amp; how they depend on each other. Explain food chains and food sources. Consider how changes to an environment / habitat may pose a danger to the things that live there.</li> <li>• Identify differences in the life cycles of a range of animals</li> <li>• Expand the range of animals they can identify &amp; categorise &amp; the differences &amp; similarities between them with an increasing scientific vocabulary, e.g. amphibians, reptiles, omnivores, herbivores, carnivores. Become independent &amp; confident in meeting the care needs of a wider range of animals. Explain more fully how animals have adapted over time to survive in different environments.</li> <li>• Identify different parts of internal organs &amp; skeleton, including teeth &amp; build a basic understanding of how they link to different systems,</li> </ul>
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<p>reference, photos or objects of reference</p> <ul style="list-style-type: none"> <li>• Consolidate awareness of, show anticipation of and express preferences for different types of weather, contrasts in the natural environment, e.g. sunlight, wind, sound of waves and different natural environments, e.g. beach, park, forest</li> <li>• Take part in shared guardianship of the natural world beyond school through participation in local events</li> <li>• Engage in independent exploration of a wide range of scientific phenomena for extended periods</li> </ul>	<ul style="list-style-type: none"> <li>• List what animals &amp; humans need to live, including a balanced diet, rest &amp; physical exercise. Become confident &amp; independent in meeting the care needs of common animals.</li> <li>• Identify different parts of the internal body &amp; their functions, e.g. teeth, muscles, skeleton for protection, movement &amp; support and think about the impact of diet, exercise, drugs &amp; lifestyle choices on the human body</li> <li>• Build their understanding of changes to the human body through adolescence, the differences between the male &amp; female body how this links to reproduction &amp; personal hygiene</li> <li>• Explore which materials are best for particular purposes through, where possible pupil-led experiments &amp; communicate their observations with a growing vocabulary</li> <li>• Identify solids, liquids &amp; gasses in the classroom &amp; nature &amp; observe &amp; record changes as a result of heating or cooling.</li> </ul>	<p>e.g. circulatory or digestive system. Further develop their understanding of the impact of diet, exercise, drugs &amp; lifestyle choices on the human body</p> <ul style="list-style-type: none"> <li>• Identify the differences between the male &amp; female body &amp; the role each plays in reproduction</li> <li>• Grow in confidence &amp; independence in caring for their changing bodies, in terms of physical fitness, &amp; personal hygiene &amp; understand why this is important</li> <li>• Build their understanding of internal body parts, including the skeleton, organs and bodily functions such as the digestive system</li> <li>• Carry out a wider range of more complex science experiments, observe and question what they notice, with a growing scientific vocabulary, e.g. reversible, irreversible, magnetic, dissolve, transparent, waterproof, absorbent, rigid</li> <li>• Apply safety rules when carrying out experiments</li> <li>• Explain the role of different materials in objects made from a variety of materials &amp; suggest alternative materials for certain purposes</li> <li>• Explain changing states of matter within the classroom &amp; nature using terms such as condensation &amp; evaporation</li> </ul>
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<ul style="list-style-type: none"> <li>• Purposefully control, in increasingly complex ways, the outcome of a range of contact and non-contact forces on different objects: e.g. pouring from one container to another, starting and stopping objects move, changing their direction</li> <li>• Initiate actions leading to a desired result in reactive environments in order to influence the world around them, whether objects, events or people</li> <li>• Make reliable selections from two or more items by developing and expanding their knowledge and understanding of familiar words, symbols, tactile</li> </ul>	<ul style="list-style-type: none"> <li>• Follow &amp; apply basic safety rules when carrying out experiments</li> <li>• Make predictions about the outcome of contact &amp; non-contact forces on different objects &amp; surfaces &amp; carry out simple experiments to test their predictions e.g. rolling different size cars down slopes made of different materials &amp; at different angles. Build their vocabulary to communicate these experiments.</li> <li>• Explore how shadows change with the movement of the sun, how light responds to different surfaces, (shiny &amp; matt) and how it passes through some materials but not others. List the colours of the rainbow in order. Recall basic safety rules when exploring the sun as a light source.</li> <li>• Develop their understanding that sound travels. Determine their approximate distance from the sound source. Link</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a range of forces that might be at play in observable phenomena and explain how they might work with or against each other, e.g. walking in water.</li> <li>• Begin to develop a basic understanding of how forces work in levers, pulleys &amp; wedges</li> <li>• Explore &amp; explain how forces can change the speed, direction &amp; shape of objects. Begin to develop a basic understanding of air &amp; water resistance &amp; balance force.</li> <li>• Link the position &amp; shape of shadows to the light source. Build their understanding of how refraction &amp; reflection works by exploring positioning of the light source &amp; different surfaces. Categorise different light sources. Use scientific terms: translucent, opaque, transparent, with growing confidence. Investigate how light &amp; reflections respond to different curved surfaces.</li> <li>• Link different pitches &amp; volumes of sound to different soundwave patterns. Explore how sounds interacts with different materials.</li> </ul>
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<p>reference, photos, objects or sounds of reference</p> <ul style="list-style-type: none"> <li>• Engage in early problem-solving in the exploration of objects within their environment, e.g. watch an object being hidden and try to find it, modify an action when repeating an action does not work, try a new strategy when an old one fails</li> <li>• Recognise and discriminate between a range of environmental sounds and understand where the source of light is</li> <li>• Engage in independent exploration of digital activities, games &amp; experiences for extended periods &amp; interact with them</li> </ul>	<p>pitch to size &amp; length of sound sources. Categorise sounds sources.</p> <ul style="list-style-type: none"> <li>• Use mains powered appliances safely. Sort objects into those running off batteries &amp; mains &amp; install batteries to different appliances. Build a basic understanding that electricity travels &amp; travels differently through different materials &amp; can be stopped.</li> <li>• Identify some of the planets of the solar system by name &amp; make simple connections between the movements of the planets &amp; phenomena on earth, e.g. day &amp; night, seasons</li> <li>• Match samples of rock/minerals to charts to identify them. Carry out simple experiments to find soil consists of &amp; what can be found there, what i.e. decaying &amp; non-decaying matter. Explore the effects on weather on different rocks. Observe rocks in their natural environment &amp; identify with</li> </ul>	<ul style="list-style-type: none"> <li>• Construct &amp; problem-solve electrical circuits using cells, bulbs, buzzers and wires. Use scientific terms; insulators, conductors, current, voltage. Represent a circuit symbolically.</li> <li>• Name the planets of the solar system. &amp; identify them by their appearance. Describe the phases of the moon.</li> <li>• Make clearer connections between the movement of the planets &amp; what we observe on earth – e.g. the changing position of the sun during the day, the phases of the moon, length of shadows, climate zones. Record &amp; chart these changes &amp; differences. Appreciate the role of the sun to life on earth.</li> <li>• Describe the movement of the planets in increasingly scientific ways &amp; the effects with increased precision, e.g. axis, slant, rotation, orbit, numbers of hours, days etc.</li> <li>• Describe different rock formations &amp; identify different types of rocks in the environment &amp; describe the effects of weather on different rocks. Differentiate between living &amp; non-living matter in</li> </ul>
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<p>in increasingly complex &amp; deliberate ways</p> <ul style="list-style-type: none"> <li>• Knowingly control events in reactive &amp; immersive environments to create different outcomes, e.g. sensory room</li> <li>• Engage in early problem-solving activities with a digital element, e.g. selecting from a choice of 2 switches where one is connected to a switch toy &amp; the other isn't, locating an onscreen image which has a changing position</li> <li>• Independently activate a range of digital games &amp; activities with increasing levels of complexity (e.g. following the progression</li> </ul>	<p>support, what can be seen in them, e.g. layers, fossils.</p> <ul style="list-style-type: none"> <li>• Participate in the planning, execution &amp; evaluation of comparative tests in order to find answers to scientific problems</li> <li>• Be aware of some famous naturalists, animal behaviourists &amp; 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 Copernicu</li> <li>• With support, programme more complex commands into simple block-based applications &amp; observe, refine, enjoy &amp; share the results.</li> <li>• Apply logic, creativity and problem-solving skills to simple unplugged games &amp; activities.</li> <li>• Broaden their computing vocabulary: e.g. commands, blocks, sequence</li> <li>• Recall a wider range of personal data from choices if necessary: age, aspects of their address, names of family</li> </ul>	<p>soil &amp; rocks &amp; identify where &amp; how things have decayed or been preserved, e.g. fossils, insects in amber, plastics. Sort &amp; classify fossils. Use a growing scientific vocabulary, e.g. sedimentary, organic matter</p> <ul style="list-style-type: none"> <li>• Contribute to the planning, execution &amp; evaluation of comparative tests in order to find answers to more challenging scientific problems, including taking a lead in how they will carry out fieldwork</li> <li>• Appreciate the contribution of famous naturalists, animal behaviourists &amp; 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</li> <li>• Further develop their computational thinking skills to write simple games &amp; carry out other more complex, creative projects using block-based programming e.g. Hopscotch and Scratch. Consider what a good digital game consists of. Understand that blocks are more intuitive user interfaces for the programming code that lies beneath it. Explore what this looks like. Where interest and ability - apply their understanding of</li> </ul>
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<p>pathways on the switch skills road map)</p> <ul style="list-style-type: none"> <li>Independently operate (i.e. turn on &amp; off) a growing range of familiar &amp; less familiar household appliances using a variety of access methods/devices &amp; more complex programmed latch timers</li> <li>Become familiar with a range of new, age-appropriate equipment, e.g. electric razor</li> <li>Continue to develop early self-awareness, communication &amp; social interaction skills: e.g. show clear anticipation of &amp; preferences for digitally generated images &amp; sound &amp; consistency in</li> </ul>	<p>members. Check with an adult if it's okay to share this information online or off-line</p> <ul style="list-style-type: none"> <li>Gather data, record it and represent it digitally in very simple ways with support</li> <li>Explore new software or devices &amp; their applications &amp; functions with support. Exercise curiosity and resilience in their investigations. Manipulate &amp; combine digital content in increasingly complex ways for a range of age-appropriate purposes, e.g. participate in making a film for the school website, use a digital music app to create music for a school performance, be involved in decision-making in how to use social media to promote a fundraising campaign</li> <li>Explore basic input &amp; output devices in technology, practice operating &amp; controlling them what they are used for in the world around us &amp; how they can enhance their DT projects</li> </ul>	<p>concepts such as decomposition, sequencing, selection, repetition, variables, syntax &amp; logical bugs to their programmes &amp; understand how these apply to computer programmes in the world around them.</p> <ul style="list-style-type: none"> <li>Further develop their understanding of binary code &amp; practice applying it to unplugged games &amp; activities</li> <li>Identify databases in the world around them, what data is stored and processed about them, how &amp; why they might like to record and process data digitally, basic rights &amp; responsibilities around storing &amp; processing data, how to protect their personal data to prevent it from being compromised</li> <li>Understand what physical computing is. Understand how it applies to everyday life, e.g. sensors, motors, simulators, machines, remote controlled toys and apply it to technology projects of their own, i.e. simple robotics or DT projects</li> <li>Develop their understanding of how the internet works &amp; related terminology: networks, IP addresses, domain names, browsers, routers, web servers, hosts, requests, fibre optics, satellites, world wide web, search engines, protocols, packets, digital data, pixels and advances in technology &amp;</li> </ul>
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<p>communicating these, extend their friendship circle to less familiar peers, initiate social interactions with an adult or peer using their PMC, express simple feelings through their PMC with increasingly reliability</p>	<ul style="list-style-type: none"> <li>• Develop an understanding of the role the internet plays in our day-to-day lives &amp; what it can be used for</li> <li>• Take increasing responsibility for their own account &amp; know it is theirs</li> <li>• Carry out simple searches with growing independence. Evaluate in simple ways the outcome of their search, e.g. if it gave them what they were looking for, (i.e. spelt correctly), if it is useful to them, (i.e. accessible content)</li> <li>• Communicate in a variety of ways online &amp; explore which ones are best for which purposes, e.g. video chats for socialising, emails for sending work messages, social media posts to promote something or fundraise, webpages to communicate information. With support. Make decisions about who they would like to communicate with and for what purpose &amp; with support, do so.</li> <li>• Abide by the school e-safety rules and codes of conduct, (appropriate to their age &amp; understanding): be kind online,</li> </ul>	<p>related terminology: analytics, user interface, voice recognition.</p> <ul style="list-style-type: none"> <li>• Use their understanding of how the internet searches work to carry out effective, reliable internet searches with support. Critically evaluate content by cross-referencing information and verifying sources.</li> <li>• Explore a range of forms of digital communication to communicate appropriately &amp; effectively for a range of purposes: email, texting &amp; group chats, promotional social networking pages, video conferencing. Understand the differences between each one. Use intuitive, template- based programmes e.g. Wix, to create their own webpages and sites with support.</li> <li>• Gain in confidence in exploring new software or devices &amp; their applications &amp; functions. Exercise curiosity and resilience in their investigations, e.g. learn to customise devices &amp; programmes, learn to touch type</li> <li>• Manage their own accounts &amp; organise, save &amp; retrieve information effectively on different devices if they have them</li> <li>• Manipulate &amp; combine digital content in increasingly complex ways across devices &amp;</li> </ul>
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	<p>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 &amp; financial cost to school when printing</p> <ul style="list-style-type: none"> <li>• Work on digital projects collaboratively, sharing their ideas &amp; building on the ideas of peers in simple ways</li> <li>• Report digital content that concerns them to a trusted adult &amp; not give up until they have been listened to</li> <li>• Establish healthy online behaviours: e.g. limit quantity &amp; timing of screen access, be careful what they share</li> </ul>	<p>software applications for a growing range of age-appropriate purposes, e.g. a film to promote the school that they have scripted, recorded, edited &amp; uploaded which requires them to: apply their knowledge of filming techniques such as camera angles &amp; views, use a range of filming hardware &amp; video editing software, use music they have created, mixed &amp; stored on music apps, share through digital networks such as school-based social media sites &amp; the school website.</p> <ul style="list-style-type: none"> <li>• Know and apply basic e-courtesy &amp; codes of conduct to online communications. Devise their own group rules. Explore possible outcomes of breaking these rules for the victim &amp; the perpetrator</li> <li>• Manage impulses &amp; emotions in relation to online behaviours. Build a positive online identity rather than a negative online reputation through: words of support for others' posts, challenging stereotypes, exploring their own interests</li> <li>• Be aware of viruses and malware, how they can protect themselves against it: e.g. exercise caution &amp; seek help if asked for financial or personal details, use trusted sites, don't download attachments from emails you don't recognise, install anti-virus software.</li> </ul>
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		<ul style="list-style-type: none"> <li>• Work on digital projects collaboratively, using digital platforms to share and build ideas with others. Credit other people’s work in their collaborations &amp; distinguish between copyright &amp; loyalty-free content such as music &amp; images.</li> </ul>
<p>At KS4 pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• Demonstrate and express consistently clear preferences for familiar and less familiar people beyond the school or home setting sometimes from choices or by unprompted initiation</li> <li>• Be open to building new relationships in any new environments encountered</li> <li>• Become more independent and self-reliant in how they move their body &amp; body parts &amp; develop their understanding of their changing body</li> </ul>	<p>At KS4 pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• Apply their knowledge of seasons &amp; associated weather to real life situations in order to make sensible, independent choices</li> <li>• Apply scientific working skills to their studies of plants that they observe either in nature or within controlled environments, e.g. measuring, recording, charting, describing, labelling, categorising</li> <li>• Build their understanding of how different environments/habitats suit the things that live there &amp; how they depend on each other &amp; make simple connections between human behaviour &amp; threats to natural environments/habitats &amp; understand what they can do to help</li> </ul>	<p>At KS4 pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• Continue to build on their understanding of extreme weather types both nationally &amp; globally &amp; make links between human behaviour with the causes of some of these weather systems</li> <li>• Continue to apply scientific working methods &amp; skills to their studies of plants to explore them in greater depth: e.g. pollination &amp; seed dispersal, nutrition &amp; photosynthesis</li> <li>• Explore in more detail how human behaviour can help or hinder a range of environments / habitats, e.g. nature reserves, deforestation, population growth</li> <li>• Identify differences in the life cycles of a range of animals, using scientific vocabulary, e.g. reproduction</li> <li>• Name, describe, categorise a wide range of animals &amp; their attributes using correct scientific terms.</li> </ul>



<ul style="list-style-type: none"> <li>• Be more independent and self-reliant in how they engage with objects &amp; experiences from the natural world</li> <li>• Demonstrate clear recognition of and express clear preferences for contrasts in the natural environment, e.g. sunlight, wind, sound of waves and different natural environments, e.g. beach, park, forest</li> <li>• Be open to, confident and comfortable in visiting and engaging with unfamiliar natural environments, e.g. sailing on a lake, within the tree canopy of an outdoor adventure park, being around a campfire in a forest at night</li> </ul>	<ul style="list-style-type: none"> <li>• Identify simple differences in the life cycles of a range of animals</li> <li>• Expand the range of animals they can identify &amp; categorise &amp; the differences &amp; similarities between them with an increasing scientific vocabulary, e.g. amphibians, reptiles. Become independent &amp; confident in meeting the care needs of a wider range of animals, e.g. through work experience placements on care farms, through project work in qualifications</li> <li>• Further develop their understanding of the impact of diet, exercise, drugs &amp; lifestyle choices on the human body.</li> <li>• Grow in confidence &amp; independence in caring for their changing bodies, in terms of physical fitness, personal hygiene &amp; sexual health</li> <li>• Investigate further, with support &amp; according to their interests, the lives of famous scientists, e.g. naturalists, animal behaviourists, chemists</li> <li>• Grow in confidence in carrying out pupil-led experiments &amp; communicating their findings with scientific vocabulary</li> </ul>	<p>Care for a range of animals in a confident &amp; responsible way e.g. through work experience placements on care farms, through project work in qualifications.</p> <ul style="list-style-type: none"> <li>• Build on their understanding of the workings of the internal &amp; external body &amp; how they link to different systems, e.g. circulatory system. Take responsibility for their diet &amp; exercise routines. Make informed lifestyle choices &amp; understand the importance of making positive ones.</li> <li>• Take responsibility for caring for their changing bodies, in terms of physical fitness, &amp; personal hygiene &amp; sexual health &amp; the effects of not looking after their bodies</li> <li>• Pulling on their accumulated scientific knowledge &amp; understanding, decide for themselves which methods they might use or experiments they might need to carry out in order to find answers to their questions</li> <li>• Apply their knowledge of changing states of matter within the classroom &amp; nature to explain different phenomena, e.g. the water cycle</li> <li>• Develop their understanding of the range of forces that might be at play in observable phenomena &amp; how they work with or against each other</li> </ul>
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<ul style="list-style-type: none"> <li>• Be more independent and self-reliant in their engagement with different weather conditions and natural environments as a result of having developed the skills to communicate these preferences and knowledge effectively</li> <li>• Participate in shared guardianship of the natural world beyond their familiar environment through participation in local or even international events</li> <li>• Apply their knowledge, skills and understanding to specific goals and projects to gain nationally recognised accreditation and qualifications relating to the world around them</li> </ul>	<ul style="list-style-type: none"> <li>• Identify which materials are best for particular purposes &amp; suggest sensible alternatives where these materials may not be available</li> <li>• Apply their knowledge of solids, liquids &amp; gasses in the classroom &amp; nature to practical situations, e.g. don't leave chocolate in the sun</li> <li>• Continue to explore forces in everyday situations and, with support, apply their knowledge of forces to practical situations, e.g. making sure they put down a bathmat, sliding something heavy over a shiny floor rather than pushing it</li> <li>• Begin to predict how shadows change with the movement of the sun &amp; how light will respond to different surfaces &amp; materials. Categorise different sources of light. Apply their knowledge to practical situations, e.g. creating different effects in their theatre productions</li> <li>• Begin to predict the volume or pitch of a sound they might hear. Apply their</li> </ul>	<ul style="list-style-type: none"> <li>• Further develop their understanding of how forces work in levers, pulleys &amp; wedges</li> <li>• Further develop a basic understanding of air &amp; water resistance &amp; balance force.</li> <li>• Link the way light travels to the eye to how we see objects. Use the term translucent, opaque &amp; transparent with confidence &amp; explain how light behaves when it meets these different surfaces &amp; why.</li> <li>• Link the way sound travels to the ear to how we hear sounds. Develop their understanding of soundwave patterns &amp; how these link to pitch, volume &amp; the medium sound travels through.</li> <li>• Further their understanding of electrical circuits using cells, bulbs, buzzers and wires. Gain in confidence in the use of scientific terms; insulators, conductors, current, voltage. Appreciate the role electricity plays in their lives &amp; take responsibility for their habits &amp; behaviour in view of cost &amp; safety</li> <li>• Further develop their knowledge of the planets, their movements &amp; our observations on earth. Build their confidence in using scientific language to describe &amp; explain their understandings. Widen their research according to their interests.</li> </ul>
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<ul style="list-style-type: none"> <li>• Control a growing range of digital events &amp; experiences in a growing range of reactive &amp; immersive environments with growing confidence e.g. sensory rooms in other provisions, sensory spaces in creative environments – (theatre stages, in art installations), in pop-up sensory spaces – e.g. Christmas grottos in shops</li> <li>• Continue to develop early problem-solving skills in activities with a digital element, following the progression pathways on the switch skills road map, e.g. using 2 switches to cause an event, e.g. move &amp; drop</li> <li>• Operate (i.e. turn on &amp; off) a range of familiar &amp; less</li> </ul>	<p>knowledge of sound to practical situations, e.g. know they must move into the same room as someone else to be clearly heard when speaking</p> <ul style="list-style-type: none"> <li>• Take responsibility for their habits &amp; behaviour in the use of electricity in view of cost &amp; safety. Apply their knowledge of electricity to practical situations, e.g. avoid resting their devices on flammable surfaces</li> <li>• Continue to build on their knowledge &amp; understanding of planets, their movements &amp; phenomena we observe on earth according to their interests, e.g. e.g. the changing position of the sun during the day, the phases of the moon, length of shadows, climate zones. Record &amp; chart these changes &amp; differences with support. Appreciate the role of the sun to life on earth.</li> <li>• Link their understanding of rocks &amp; soil types to practical purposes, e.g. gardening. Link this knowledge to lifestyle choices &amp; take responsibility for these, e.g. littering, reducing the use of matter than doesn't decompose</li> </ul>	<ul style="list-style-type: none"> <li>• Link their understanding of rocks &amp; soil types to practical purposes, e.g. which rocks to use for different purposes. Make connections between contents of soil &amp; different types of rock. Link their understanding of rocks &amp; soils to lifestyle choices &amp; take responsibility for these, e.g. consumer choices &amp; decomposition, littering</li> <li>• Follow lines of scientific enquiry with increasing independence and following their own interests. Communicates their findings to others.</li> <li>• Investigate further, according to their interests, the lives of famous scientists, e.g. naturalists, animal behaviourists &amp; 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</li> <li>• Continue to develop &amp; apply their computational thinking skills to projects of their own choosing which help them gain nationally recognised accreditation &amp; qualifications.</li> <li>• Develop their own systems for organising, saving &amp; retrieving digital information effectively across a range of devices.</li> </ul>
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<p>familiar household appliances &amp; age-appropriate equipment using a variety of access methods/devices &amp; more complex programmed latch timers in a variety of familiar &amp; less familiar settings, e.g. college visits, work experience placements, public performances</p> <ul style="list-style-type: none"> <li>• Demonstrate clear recognition of and express clear preferences for a range of for digital activities, games &amp; experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Follow lines of scientific enquiry with increasing independence and confidence following their own interests. Communicates their findings to others.</li> <li>• Continue to develop &amp; apply their computational thinking skills to projects of their own choosing which help them gain nationally recognised accreditation &amp; qualifications.</li> <li>• Gain in confidence in exploring new software or devices &amp; their applications &amp; functions. With support, manipulate &amp; combine digital content in increasingly complex ways across devices &amp; software applications for a growing range of age-appropriate purposes, e.g. use a digital programme to mix music for a performance on a public stage</li> <li>• Recall personal data for a wide variety of purposes online e.g. setting up accounts, applying for colleges online, making purchases, using SATNAVs,</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop digital literacy skills in ways which relate to the adult world, e.g. create games &amp; apps for younger pupils, (e.g. Kahoot) create screencasts to explain how to do something for parents or other school stakeholders, (e.g. Screen-o-matic), explore how adults use suites of apps to plan, execute, monitor &amp; analyse projects, (e.g. Office 365)</li> <li>• Continue to build on their understanding of physical computing, its applications in the adult world, e.g. thermostats to control household heating. Apply it to technology projects which will help them gain nationally recognised accreditation &amp; qualifications.</li> <li>• Use their understanding of how the internet works to continue to explore new software or devices &amp; their applications &amp; functions &amp; how they link to the adult world, e.g. learn to use power or cost saving features. Continue to exercise curiosity, initiative and resilience in their investigations &amp; see how these skills link to work-based expectations.</li> <li>• Explore how data can be analysed for different purposes &amp; link this to the adult world, e.g. market research in business &amp; enterprise projects, analysing when expensive purchases</li> </ul>
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	<p>building profiles in social media sites. Know that not all requests for personal data are necessary or safe and to always check with a trusted adult.</p> <ul style="list-style-type: none"> <li>• Explore how data might be used in the adult world &amp; gather, record and represent it digitally in similar ways, e.g. in mock enterprise projects, in mock work-based scenarios</li> <li>• Continue to build on their knowledge &amp; skills of a range of input &amp; output devices, their applications in the adult world. Apply their knowledge to technology projects which will help them gain nationally recognised accreditation &amp; qualifications.</li> <li>• Gain confidence &amp; skills in managing their own accounts &amp; organise, save &amp; retrieve information effectively on different devices if they have them</li> <li>• Continue to develop confidence &amp; independence in a range of digital communications &amp; get better at self-</li> </ul>	<ul style="list-style-type: none"> <li>• Self-regulate their online behaviours, especially in relation to social networking, e.g. exercise caution in online communications, balance on-line with off-line activities &amp; communication, consider the implications of what they post</li> <li>• Exercise maturity around the need for online popularity. Be aware of ways in which the digital world can impact on self-image &amp; identity &amp; explore genuine ways to build self-esteem.</li> <li>• Become confident in knowing which forms of digital communication are most appropriate &amp; effective for particular purposes. Harness the internet to build positive &amp; healthy online identities, empower &amp; amplify their voice.</li> <li>• Continue to work on digital projects collaboratively with greater independence, using digital platforms to share and build ideas with others. Build basic understanding of more complex, work-related concepts such as target audience whilst carrying out projects &amp; activities. Build their understanding of laws relating to copyright &amp; ownership, downloads &amp; distribution.</li> <li>• Build their ability to carry out effective, reliable internet searches and increase their ability to</li> </ul>
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	<p>regulating online behaviours through recognising &amp; managing their impulses &amp; emotions. Know and apply basic e-courtesy &amp; codes of conduct. Devise their own group rules. Explore possible outcomes of breaking these rules.</p> <ul style="list-style-type: none"> <li>• Not trust everything they see online &amp; get better at distinguishing reliable &amp; unreliable information by using trusted sites &amp; cross-checking different sources</li> <li>• Be aware of some of the ways that their devices &amp; data can be compromised, e.g. viruses and malware, scams &amp; phishing &amp; some simple ways to protect themselves against it: e.g. always check with a trusted adult if asked for financial or personal details, make sure they have anti-virus software.</li> <li>• Continue to work on digital projects collaboratively, using digital platforms to share and build ideas with others with support. Credit other people’s work in their collaborations &amp; know that this is</li> </ul>	<p>identify e.g. fake news, bias, attempts to influence, persuade, scam, radicalise etc.</p>
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	important. Use loyalty-free content in any published projects.	
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## Appendix 4 – Communication and Interaction Pathway Progression for Key Stage 3 and 4

<b>Emerging Learners</b>	<b>Early Learners</b>	<b>Established Learners</b>
At KS3 pupils will be taught to: <ul style="list-style-type: none"> <li>• Communicate their needs and wishes with less familiar people</li> <li>• Refine their skills in using their preferred method of communication with increasing accuracy and consistency</li> <li>• Understand that they have the ability to initiate communication</li> </ul>	At KS3 pupils will be taught to: <ul style="list-style-type: none"> <li>• Communicate for a range of different purposes</li> <li>• Form questions to find out specific information</li> <li>• Use language within the local community</li> </ul>	At KS3 pupils will be taught to: <ul style="list-style-type: none"> <li>• Input thoughts and ideas on a given topic in group discussion and justify these</li> <li>• Know when to use formal and informal language</li> <li>• Maintain the interest of the audience in both everyday conversations and performance situations</li> <li>• Communicate confidently with unfamiliar people</li> <li>• Use communication functionally and independently within the community</li> </ul>

<ul style="list-style-type: none"> <li>• To clearly express simple likes and dislikes</li> <li>• Anticipate familiar activities and experiences through sensory cues</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate socially with peers without the support of an adult</li> <li>• Speak or perform to a familiar audience</li> <li>• Begin to build solid receptive communication skills with their peers</li> <li>• Maintain relevant two-way conversations</li> </ul>	<ul style="list-style-type: none"> <li>• Use language for a range of specific purposes, e.g. to persuade, report, describe, instruct</li> <li>• Resolve simple conflicts and difference of opinion without the support of an adult</li> <li>• Know how to communicate their ideas and opinions in order to impact the world around them, e.g. School Council</li> </ul>
<p>At KS4 pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• Communicate with sufficient clarity so that they make themselves understood in a wider variety of contexts</li> <li>• Become confident and established users of their preferred method</li> <li>• Use their means of communication in the wider community</li> <li>• Understand they can be part of a social group and communicate within it</li> </ul>	<p>At KS4 pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• Communicate for real-life purposes in the wider community</li> <li>• Initiate and maintain a balanced two-way conversation with both familiar and unfamiliar adults and peers</li> <li>• Speak or perform to a public audience</li> <li>• Obtain, retain and recall information for real-life purposes</li> </ul>	<p>At KS4 pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• Evaluate and reflect on different viewpoints in discussions</li> <li>• Show respect to others during social interactions by e.g. by giving them space to express their own opinion</li> <li>• Lead a structured discussion or debate and ensure everyone is included</li> <li>• Summarise key information from a variety of sources, e.g. reports or conversations</li> <li>• Hold a public audience</li> <li>• Communicating effectively in the adult world, e.g. following instructions to complete a task, chat with colleagues during tea break, participate in workplace banter</li> </ul>



<ul style="list-style-type: none"> <li>To make clear and informed choices</li> </ul>	<ul style="list-style-type: none"> <li>Applying communication skills to the adult world, e.g. following instructions to complete a task, chat with colleagues during tea break, participate in workplace banter</li> </ul>	
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## Appendix 5 – Physical Development Programme of Study for Secondary

Topic	Fine Motor Skills	Gross Motor Skills	Sports Knowledge and Understanding Including Technical Skills	Teamwork and Leadership Skills
Robots	Finger movement and motions Toe movement and motions Intentional grasping and releasing of objects	Extending limbs. Walking. Running. Jumping. Weight-bearing on limbs. Rotating limbs.	<b>Overcoming opponents - team games Boccia, polybat, table cricket</b> L – Skill development U – Competitive games and tactics <b>Gymnastics – Body shape</b>	L – experiencing being part of a team L – experiencing personal achievements U – Analysis of own and peers’ performance, identify and demonstrate areas of improvement <b>KS4 Young Leaders Award</b> <b>KS4 Evaluation of performance</b> <b>KS4 Healthy, active lifestyles</b>

	<p>Opening and closing hands Transfers from one hand to another using a palmer grasp Co-ordinates hands e.g. clapping Scrunches objects Slides objects Manipulate objects e.g. pushes buttons Pincer grip Tripod grasp Stretch, tear and squash objects</p>	<p>Co-ordinating limbs. Rotating body. Using a bat. Using a ramp. Pushing. Throwing. Catching.</p>	<p>L – Exploring body shape U – Performing body shape using equipment</p>	<p><b><u>AQA – Unit award scheme</u></b> <b><u>Boccia</u></b> <b>Pre/semi- formal</b> 88629 - Experiencing Boccia 107999 - Introduction to Boccia unit 1 111679 - Boccia ramp unit 1 111739 - Playing an assisted game of boccia 92467 - Boccia Basic skills 71361 - Boccia unit 1 88624 – Boccia 92610 - Introduction to Boccia unit 1 92611 - Introduction to boccia unit 2 <b>Formal -</b> 105461 - Boccia throwing unit 1 105462 - Boccia throwing unit 2 105463 - Boccia throwing unit 3 105464 - Boccia ramp players unit 1 105465 - Boccia ramp unit 2 105466 - Boccia ramp unit 3 110480 - Playing Boccia NT987 - Playing boccia using a ramp <b><u>AQA – Unit award scheme</u></b> <b><u>Gymnastics</u></b> <b>Pre/semi- formal</b> 105320 Gymnastics - Experiencing movement 105185 Basic floor work with assistance 92465 Basic floor work <b>Formal -</b></p>
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				72772 Basic gymnastics 96346 - gymnastics, travelling, balancing and jumping 89941 - floor gymnastics
World War 2	Finger movement and motions Toe movement and motions Intentional grasping and releasing of objects Opening and closing hands Transfers from one hand to another using a palmer grasp Co-ordinates hands e.g. clapping Scrunches objects Slides objects Manipulate objects e.g. pushes buttons Pincer grip Tripod grasp Stretch, tear and squash objects	Extending limbs. Walking. Running. Jumping. Weight-bearing on limbs. Rotating limbs. Co-ordinating limbs. Rotating body. Using a bat/stick. Kicking. Using a ramp. Pushing. Throwing. Catching.	<b>Overcoming opponents - invasion games football and basketball</b> L – Skill development U – Competitive games and tactics <b>Overcoming opponents - individual games – cricket &amp; Tennis</b> L – Skill development U – Competitive games and tactics	L – experiencing being part of a team L – experiencing personal achievements U – Analysis of own and peers’ performance, identify and demonstrate areas of improvement <b>KS4 Young Leaders Award</b> <b>KS4 Evaluation of performance</b> <b>KS4 Healthy, active lifestyles</b> <b>AQA – Unit award scheme</b> <b>Football</b> <b>Pre/semi- formal –111054</b> Introduction to wheelchair football with assistance 74130 Sensory ball handling skills with support 78930 Football skills basic skills with verbal prompts 78931 Football skills basic skills 72047 Football skills 73928 Football skills <b>Formal -</b> 73204 Football skills 75309 Football skills 72482 Football basic skills and rules <b>AQA – Unit award scheme</b> <b>Cricket</b> <b>Pre/semi- formal -</b> 95759 Experiencing Kwik cricket

				72045 Cricket unit 1 <b>Formal -</b> 96343 Introduction to cricket 110056 Kwik cricket skills
Asia	Finger movement and motions Toe movement and motions Intentional grasping and releasing of objects Opening and closing hands Transfers from one hand to another using a palmer grasp Co-ordinates hands e.g. clapping Scrunches objects Slides objects Manipulate objects e.g. pushes buttons Pincer grip Tripod grasp Stretch, tear and squash objects	Extending limbs. Walking. Running. Jumping. Weight-bearing on limbs. Rotating limbs. Co-ordinating limbs. Rotating body. Pushing. Throwing.	<b>Yoga</b> L – exploring calm movements U - completing movements in a routine <b>Athletics</b> L – develop core strength through running, throwing and jumping activities U – develop core strength by repeating activities and improving time or distance	L – experiencing personal achievements U – Analysis of own and peers’ performance, identify and demonstrate areas of improvement <b>KS4 Young Leaders Award</b> <b>KS4 Evaluation of performance</b> <b>KS4 Healthy, active lifestyles</b> <b>AQA – Unit award scheme</b> <b>Yoga</b> <b>Pre/semi- formal –74978</b> Acceptance of relaxation techniques in Yoga 74296 Basic Yoga movements with assistance 74298 Basic yoga movements with assistance unit 2 74246 Basic yoga stretching movements with assistance 74997 Yoga postures and flexibility 110162 Yoga with support <b>Formal -</b> 74977 Yoga 112157 Yoga postures <b>AQA – Unit award scheme</b> <b>Athletics</b> <b>Pre/semi- formal</b> 70515 Athletics skills with support Introduction to athletics with support 70514 Athletic skills

				<p><b>Formal -</b> 13547 Athletics running 13548 Athletics throwing 13549 Athletics jumping 13551 Adapted athletics wheelchair slalom 72770 Introduction to athletics throwing</p>
Europe	<p>Finger movement and motions Toe movement and motions Intentional grasping and releasing of objects Opening and closing hands Transfers from one hand to another using a palmer grasp Co-ordinates hands e.g. clapping Scrunches objects Slides objects Manipulate objects e.g. pushes buttons Pincer grip Tripod grasp</p>	<p>Extending limbs. Walking. Running. Jumping. Weight-bearing on limbs. Rotating limbs. Co-ordinating limbs. Rotating body.</p>	<p><b>Outdoor and Adventurous activities</b> L - locating an object using a map U - using a map to navigate <b>Gymnastics – travel</b> L - exploring ways to travel U - performing different methods of travelling using equipment</p>	<p>L – experiencing personal achievements U – Analysis of own and peers’ performance, identify and demonstrate areas of improvement <b>KS4 Young Leaders Award</b> <b>KS4 Evaluation of performance</b> <b>KS4 Healthy, active lifestyles</b> <b><u>AQA – Unit award scheme</u></b> <b>Orienteering</b> <b>Pre/semi- formal – 112376</b> responding to orienteering unit 1 112377 unit 2 &amp; 112378 unit 3 73891 Orienteering with photographs <b>Formal -</b> 75954 Introduction to orienteering unit 1 75955 unit 2 <b><u>AQA – Unit award scheme</u></b> <b>Gymnastics</b> <b>Pre/semi- formal</b> 105320 Gymnastics - Experiencing movement 105185 Basic floor work with assistance 92465 Basic floor work <b>Formal -</b> 72772 Basic gymnastics</p>

	Stretch, tear and squash objects			
Chocolate	Finger movement and motions Toe movement and motions Intentional grasping and releasing of objects Opening and closing hands Transfers from one hand to another using a palmer grasp Co-ordinates hands e.g. clapping Scrunches objects Slides objects Manipulate objects e.g. pushes buttons Pincer grip Tripod grasp Stretch, tear and squash objects	Extending limbs. Walking. Running. Jumping. Weight-bearing on limbs. Rotating limbs. Co-ordinating limbs. Rotating body.	<del>Trampolining</del> <del>L – accepting being hoisted onto a trampoline</del> <del>U – developing shape skills</del> <b>Health related fitness</b> L - accept movements to lower/speed up pulse U- develop understanding of pulse	L – experiencing personal achievements U – Analysis of own and peers’ performance, identify and demonstrate areas of improvement <b>KS4 Young Leaders Award</b> <b>KS4 Evaluation of performance</b> <b>KS4 Healthy, active lifestyles</b> <b>AQA – Unit award scheme</b> <b>Trampolining</b> <b>Pre/semi- formal -</b> 88661 Being involved in rebound therapy 112652 Engage with rebound therapy 88660 Accepting gentle bouncing in rebound therapy 87719 Physically participating in rebound therapy 87718 Beginning to communicate in rebound therapy 72579 Using a trampoline for rebound therapy 87460 Rebound therapy unit 1 88663 Balancing in rebound therapy 72005 Trampolining with assistance unit 1 72006 Trampolining with assistance unit 2 72007 Trampolining with assistance unit 3 91670 Basic Trampolining <b>Formal -</b> 70320 Trampolining skills unit 1 70321 Trampolining skills unit 2 70322 Trampolining skills unit 3 <b>AQA – Unit award scheme</b>

				<p><u>HRF</u>  <b>Pre/semi- formal</b>          73257 Taking part in fitness related activities          71842 Taking part in fitness related activities  <b>Formal -</b>          70627 Developing fitness through floor exercises</p>
Space	<p>Finger movement and motions          Toe movement and motions          Intentional grasping and releasing of objects          Opening and closing hands          Transfers from one hand to another using a palmer grasp          Co-ordinates hands e.g. clapping          Scrunches objects          Slides objects          Manipulate objects e.g. pushes buttons          Pincer grip          Tripod grasp</p>	<p>Extending limbs.          Walking.          Running.          Jumping.          Weight-bearing on limbs.          Rotating limbs.          Co-ordinating limbs.          Rotating body.          Pushing.          Throwing.</p>	<p><b>Overcoming opponents - team games Boccia, polybat, table cricket</b>          L – Skill development          U – Competitive games and tactics  <b>Athletics</b>          L - develop agility through running, throwing and jumping activities          U - develop ability to change from one movement to another in running, throwing and jumping activities</p>	<p>L – experiencing personal achievements          U – Analysis of own and peers’ performance, identify and demonstrate areas of improvement  <b>KS4 Young Leaders Award</b>  <b>KS4 Evaluation of performance</b>  <b>KS4 Healthy, active lifestyles</b>  <u><b>AQA – Unit award scheme</b></u>  <u><b>Polybat</b></u>  <b>Pre/semi- formal</b>          72414 Introduction to polybat with support          105600 Introduction to polybat          105570 Polybat skills  <b>Formal -</b>          13510 Polybat  <u><b>AQA – Unit award scheme</b></u>  <u><b>Athletics</b></u>  <b>Pre/semi- formal</b>          70515 Athletics skills with support          Introduction to athletics with support          70514 Athletic skills  <b>Formal -</b></p>

	Stretch, tear and squash objects			13547 Athletics running 13548 Athletics throwing 13549 Athletics jumping 13551 Adapted athletics wheelchair slalom 72770 Introduction to athletics throwing
Victorians	Finger movement and motions Toe movement and motions Intentional grasping and releasing of objects Opening and closing hands Transfers from one hand to another using a palmer grasp Co-ordinates hands e.g. clapping Scrunches objects Slides objects Manipulate objects e.g. pushes buttons Pincer grip Tripod grasp Stretch, tear and squash objects	Extending limbs. Walking. Running. Jumping. Weight-bearing on limbs. Rotating limbs. Co-ordinating limbs. Rotating body. Using a bat. Using a ramp. Pushing. Throwing. Catching.	<b>Overcoming opponents - invasion games football and basketball</b> L – Skill development U – Competitive games and tactics <b>Gymnastics – weight bearing</b> L - exploring points of contact U - performing routine with minimal points of contact	L – experiencing being part of a team U – Analysis of own and peers’ performance, identify and demonstrate areas of improvement <b>KS4 Young Leaders Award</b> <b>KS4 Evaluation of performance</b> <b>KS4 Healthy, active lifestyles</b> <b>AQA – Unit award scheme</b> <b>Basketball</b> <b>Pre/semi- formal</b> 105318 Basketball basic skills with support 89092 Passing and receiving a basketball with physical prompt 89871 Passing and receiving a basketball 88980 Basic Basketball skills <b>Formal -</b> 105862 Introduction to wheelchair basketball 84422 Basic Basketball skills <b>AQA – Unit award scheme</b> <b>Gymnastics</b> <b>Pre/semi- formal</b> 105320 Gymnastics - Experiencing movement 105185 Basic floor work with assistance 92465 Basic floor work



				<b>Formal -</b> 72772 Basic gymnastics 96346 - gymnastics, travelling, balancing and jumping 89941 - floor gymnastics
Earth	Finger movement and motions Toe movement and motions Intentional grasping and releasing of objects Opening and closing hands Transfers from one hand to another using a palmer grasp Co-ordinates hands e.g. clapping Scrunches objects Slides objects Manipulate objects e.g. pushes buttons Pincer grip Tripod grasp Stretch, tear and squash objects	Extending limbs. Walking. Running. Jumping. Weight-bearing on limbs. Rotating limbs. Co-ordinating limbs. Rotating body. Using a bat/stick. Using a ramp. Pushing. Kicking. Throwing. Catching.	<b>Movement to music – dance</b> L - making big movements in a simple routine U - performing big movements in a routine <b>Outdoor and Adventurous activities</b> L - experience problem solving activities working as part of a team U - develop ability to problem solve and work as a team	L – experiencing being part of a team U – Analysis of own and peers’ performance, identify and demonstrate areas of improvement <b>KS4 Young Leaders Award</b> <b>KS4 Evaluation of performance</b> <b>KS4 Healthy, active lifestyles</b> <u><b>AQA – Unit award scheme</b></u> <u><b>Dance</b></u> <b>Pre/semi- formal</b> 105584 - introduction to movement with support 72452 - experiencing dance activities unit 1 74979 - introduction to dance with assistance 112225 - Dance - Independent physical movement 70512 - creative dance <b>Formal -</b> 74976 - dance concepts <u><b>AQA – Unit award scheme</b></u> <u><b>OAA</b></u> <b>Pre/semi- formal</b> 111311 Sensory Physical Education 83143 Problem solving <b>Formal -</b> 113369 Problem solving

British Culture	Finger movement and motions Toe movement and motions Intentional grasping and releasing of objects Opening and closing hands Transfers from one hand to another using a palmer grasp Co-ordinates hands e.g. clapping Scrunches objects Slides objects Manipulate objects e.g. pushes buttons Pincer grip Tripod grasp Stretch, tear and squash objects	Extending limbs. Walking. Running. Jumping. Weight-bearing on limbs. Rotating limbs. Co-ordinating limbs. Rotating body. Using a bat/racket. Using a ramp. Pushing. Throwing. Catching.	<b>Overcoming opponents - team games Tennis, Cricket</b> L – Skill development U – Competitive games and tactics <b>Athletics</b> L – develop flexibility through running, throwing and jumping activities U - develop ability to manipulate body into positions through running, throwing and jumping activities	L – experiencing being part of a team L – experiencing personal achievements U – Analysis of own and peers’ performance, identify and demonstrate areas of improvement <b>KS4 Young Leaders Award</b> <b>KS4 Evaluation of performance</b> <b>KS4 Healthy, active lifestyles</b> <u><b>AQA – Unit award scheme</b></u> <u><b>Tennis</b></u> <b>Pre/semi- formal</b> 111311 Sensory Physical Education 105770 Introduction to tennis <b>Formal -</b> 72052 Introduction to tennis <u><b>AQA – Unit award scheme</b></u> <u><b>Athletics</b></u> <b>Pre/semi- formal</b> 70515 Athletics skills with support Introduction to athletics with support 70514 Athletic skills <b>Formal -</b> 13547 Athletics running 13548 Athletics throwing 13549 Athletics jumping 13551 Adapted athletics wheelchair slalom 72770 Introduction to athletics throwing
Beliefs and Values	Finger movement and motions	Extending limbs. Walking.	<b>Yoga</b>	L – experiencing personal achievements L – experiencing being part of a team

	<p>Toe movement and motions Intentional grasping and releasing of objects Opening and closing hands Transfers from one hand to another using a palmer grasp Co-ordinates hands e.g. clapping Scrunches objects Slides objects Manipulate objects e.g. pushes buttons Pincer grip Tripod grasp Stretch, tear and squash objects</p>	<p>Weight-bearing on limbs. Rotating limbs. Co-ordinating limbs. Rotating body. Using a bat. Using a ramp. Pushing. Throwing. Catching.</p>	<p>L - performing calm movements U - developing flexibility <b>Overcoming opponents - team games Boccia, polybat Table cricket</b> L – Skill development U – Competitive games and tactics</p>	<p>U – Analysis of own and peers’ performance, identify and demonstrate areas of improvement <b>KS4 Young Leaders Award</b> <b>KS4 Evaluation of performance</b> <b>KS4 Healthy, active lifestyles</b> <b><u>AQA – Unit award scheme</u></b> <b><u>Yoga</u></b> <b>Pre/semi- formal –74978</b> Acceptance of relaxation techniques in Yoga 74296 Basic Yoga movements with assistance 74298 Basic yoga movements with assistance unit 2 74246 Basic yoga stretching movements with assistance 74997 Yoga postures and flexibility 110162 Yoga with support <b>Formal -</b> 74977 Yoga 112157 Yoga postures_ <b><u>AQA – Unit award scheme</u></b> <b><u>Boccia</u></b> <b>Pre/semi-formal -</b> 111739 Playing an assisted game of boccia 111679 Boccia: Ramp players 88629 Experiencing Boccia <b>Formal -</b> 110480 Playing Boccia 13555 PE: Target Games: Boccia 88624 Boccia <b><u>Table Cricket</u></b></p>
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				<p><b>Pre/semi- formal</b> 108688 Table cricket batting with support 108687 Table Cricket batting</p> <p><b>Formal -</b> 108686 Table Cricket bowling 13527 Table Cricket</p> <p><b>Polybat</b></p> <p><b>Pre/semi-formal -</b> 72414 Introduction to polybat with support</p> <p><b>Formal -</b> 105600 Introduction to polybat 105570 Polybat Skills</p>
Going Places	<p>Finger movement and motions</p> <p>Toe movement and motions</p> <p>Intentional grasping and releasing of objects</p> <p>Opening and closing hands</p> <p>Transfers from one hand to another using a palmer grasp</p> <p>Co-ordinates hands e.g. clapping</p> <p>Scrunches objects</p>	<p>Extending limbs. Walking. Running. Jumping.</p> <p>Weight-bearing on limbs.</p> <p>Rotating limbs.</p> <p>Co-ordinating limbs.</p> <p>Rotating body.</p> <p>Pushing.</p> <p>Peddling a bike.</p>	<p><b>Trampolining</b></p> <p>L - accepting changing positions whilst on the trampoline</p> <p>U - developing linking shapes and landings</p> <p><b>Outdoor and Adventurous activities</b></p> <p>L - experience being on a bike</p> <p>L – being part of a team to solve a problem</p> <p>U - develop ability to propel a bike</p>	<p>L – experiencing personal achievements</p> <p>U – Analysis of own and peers’ performance, identify and demonstrate areas of improvement</p> <p><b>KS4 Young Leaders Award</b></p> <p><b>KS4 Evaluation of performance</b></p> <p><b>KS4 Healthy, active lifestyles</b></p> <p><b>AQA – Unit award scheme</b></p> <p><b>Trampolining</b></p> <p><b>Pre/semi- formal -</b> 88661 Being involved in rebound therapy</p> <p>112652 Engage with rebound therapy</p> <p>88660 Accepting gentle bouncing in rebound therapy</p> <p>87719 Physically participating in rebound therapy</p> <p>87718 Beginning to communicate in rebound therapy</p> <p>72579 Using a trampoline for rebound therapy</p> <p>87460 Rebound therapy unit 1</p>

	Slides objects Manipulate objects e.g. pushes buttons Pincer grip Tripod grasp Stretch, tear and squash objects		U – develop leadership qualities	88663 Balancing in rebound therapy 72005 Trampoline with assistance unit 1 72006 Trampoline with assistance unit 2 72007 Trampoline with assistance unit 3 91670 Basic Trampoline <b>Formal -</b> 70320 Trampoline skills unit 1 70321 Trampoline skills unit 2 70322 Trampoline skills unit 3 <b>AQA – Unit award scheme</b> <b>Cycling</b> <b>Formal -</b> 71131 Basic Cycling
A Celebration of Suffolk	Finger movement and motions Toe movement and motions Intentional grasping and releasing of objects Opening and closing hands Transfers from one hand to another using a palmer grasp Co-ordinates hands e.g. clapping	Extending limbs. Walking. Running. Jumping. Weight-bearing on limbs. Rotating limbs. Co-ordinating limbs. Rotating body. Kicking. Using a ramp. Using a bat. Pushing. Throwing.	<b>Overcoming opponents – Boccia, Kurling</b> L - Skill development U – Competitive games and tactics <b>Athletics</b> L – develop stamina through running, throwing and jumping activities U – develop determination to run faster, throw further and jump higher	L – experiencing being part of a team L – experiencing personal achievements U – Analysis of own and peers’ performance, identify and demonstrate areas of improvement <b>KS4 Young Leaders Award</b> <b>KS4 Evaluation of performance</b> <b>KS4 Healthy, active lifestyles</b> <b>AQA – Unit award scheme</b> <b>Kurling</b> <b>Pre/semi- formal</b> 85679 Experiencing Kurling 72016 Learning to play kurling 85678 New age kurling <b>Formal -</b> 13560 New age Kurling

	<p>Scrunches objects Slides objects Manipulate objects e.g. pushes buttons Pincer grip Tripod grasp Stretch, tear and squash objects</p>	<p>Catching.</p>		<p><b>AQA – Unit award scheme</b> <b>Athletics</b> <b>Pre/semi- formal</b> 70515 Athletics skills with support Introduction to athletics with support 70514 Athletic skills <b>Formal -</b> 13547 Athletics running 13548 Athletics throwing 13549 Athletics jumping 13551 Adapted athletics wheelchair slalom 72770 Introduction to athletics throwing</p>
<p>The Big Screen</p>	<p>Finger movement and motions Toe movement and motions Intentional grasping and releasing of objects Opening and closing hands Transfers from one hand to another using a palmer grasp Co-ordinates hands e.g. clapping Scrunches objects</p>	<p>Extending limbs. Walking. Running. Jumping. Weight-bearing on limbs. Rotating limbs. Co-ordinating limbs. Rotating body. Using a stick. Using a ramp. Pushing. Kicking. Throwing. Catching.</p>	<p><b>Movement to music – dance</b> L - making big movements in a simple routine U - performing big movements in a routine <b>Overcoming opponents - invasion games football, basketball</b> L – Skill development U – Competitive games and tactics</p>	<p>L – experiencing personal achievements L – experiencing being part of a team U – Analysis of own and peers’ performance, identify and demonstrate areas of improvement <b>KS4 Young Leaders Award</b> <b>KS4 Evaluation of performance</b> <b>KS4 Healthy, active lifestyles</b> <b>AQA – Unit award scheme</b> <b>Dance</b> <b>Pre/semi- formal</b> 105584 - introduction to movement with support 72452 - experiencing dance activities unit 1 74979 - introduction to dance with assistance 112225 - Dance - Independent physical movement 70512 - creative dance</p>

	Slides objects Manipulate objects e.g. pushes buttons Pincer grip Tripod grasp Stretch, tear and squash objects			<b>Formal -</b> 74976 - dance concepts_ <b><u>AQA – Unit award scheme</u></b> <b>(See Basketball or football)</b>
Ancient Civilizations - Ancient Greece  (Elmer’s Art Trail)	Finger movement and motions Toe movement and motions Intentional grasping and releasing of objects Opening and closing hands Transfers from one hand to another using a palmer grasp Co-ordinates hands e.g. clapping Scrunches objects Slides objects Manipulate objects e.g. pushes buttons Pincer grip Tripod grasp	Extending limbs. Walking. Running. Jumping. Weight-bearing on limbs. Rotating limbs. Co-ordinating limbs.	<b>Health related fitness</b> L - experience activities to test fitness U - develop fitness plan to work on own fitness <b>Outdoor and Adventurous activities</b> Climbing/Archery L - experience a climbing harness L – experience a target sport U - develop confidence to ascend a climbing wall U – develop ability to pull string and aim arrow	L – experiencing personal achievements U – Analysis of own and peers’ performance, identify and demonstrate areas of improvement <b>KS4 Young Leaders Award</b> <b>KS4 Evaluation of performance</b> <b>KS4 Healthy, active lifestyles</b> <b><u>AQA – Unit award scheme</u></b> <b>HRF</b> <b>Pre/semi- formal</b> 73257 Taking part in fitness related activities 71842 Taking part in fitness related activities <b>Formal -</b> 70627 Developing fitness through floor exercises <b><u>AQA – Unit award scheme</u></b> <b>Climbing</b> 72764 Introduction to indoor climbing <b>Archery</b> ST463 Basic Archery

	Stretch, tear and squash objects			
Global Rhythm and Rhyme	<p>Finger movement and motions</p> <p>Toe movement and motions</p> <p>Intentional grasping and releasing of objects</p> <p>Opening and closing hands</p> <p>Transfers from one hand to another using a palmer grasp</p> <p>Co-ordinates hands e.g. clapping</p> <p>Scrunches objects</p> <p>Slides objects</p> <p>Manipulate objects e.g. pushes buttons</p> <p>Pincer grip</p> <p>Tripod grasp</p> <p>Stretch, tear and squash objects</p>	<p>Extending limbs.</p> <p>Walking.</p> <p>Running.</p> <p>Jumping.</p> <p>Weight-bearing on limbs.</p> <p>Rotating limbs.</p> <p>Co-ordinating limbs.</p> <p>Rotating body.</p>	<p><b>Trampolining</b></p> <p>L - developing shape skills</p> <p>U - experiencing rotations</p> <p><b>Athletics</b></p> <p>L - develop strength through running, throwing and jumping activities</p> <p>U - develop the ability to use force to run faster, throw further and jump higher</p>	<p>L – experiencing personal achievements</p> <p>U – Analysis of own and peers’ performance, identify and demonstrate areas of improvement</p> <p><b>KS4 Young Leaders Award</b></p> <p><b>KS4 Evaluation of performance</b></p> <p><b>KS4 Healthy, active lifestyles</b></p> <p><b>AQA – Unit award scheme</b></p> <p><b>Trampolining</b></p> <p><b>Pre/semi- formal -</b> 88661 Being involved in rebound therapy 112652 Engage with rebound therapy 88660 Accepting gentle bouncing in rebound therapy 87719 Physically participating in rebound therapy 87718 Beginning to communicate in rebound therapy 72579 Using a trampoline for rebound therapy 87460 Rebound therapy unit 1 88663 Balancing in rebound therapy 72005 Trampolining with assistance unit 1 72006 Trampolining with assistance unit 2 72007 Trampolining with assistance unit 3 91670 Basic Trampolining</p> <p><b>Formal -</b> 70320 Trampolining skills unit 1 70321 Trampolining skills unit 2 70322 Trampolining skills unit 3</p> <p><b>AQA – Unit award scheme</b></p>



				<p><b>Athletics</b></p> <p><b>Pre/semi- formal</b></p> <p>70515 Athletics skills with support</p> <p>Introduction to athletics with support</p> <p>70514 Athletic skills</p> <p><b>Formal -</b></p> <p>13547 Athletics running</p> <p>13548 Athletics throwing</p> <p>13549 Athletics jumping</p> <p>13551 Adapted athletics wheelchair slalom</p> <p>72770 Introduction to athletics throwing</p>
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## Appendix 6 – Letter to parents/carers

Thomas Wolsey Ormiston Academy

Defoe Road

Ipswich

IP1 6GS

Dear Parents and Carers,

You will be aware that, as a part of your child's educational experience at Thomas Wolsey Ormiston Academy, we aim to promote personal wellbeing and development through a comprehensive taught programme of Personal, Social, Health and Economic (PSHE) education that gives young people the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive and fulfilled lives, both now and in the future.

I am writing to let you know that, throughout the year, your child will be taking part in lessons which will focus on Relationships and Sex Education (RSE). Relationship Education Lessons will include pupils learning about the following topics in ways appropriate to their understanding. Healthy and unhealthy relationships, different types of families, managing online relationships, menstruation and puberty, self-esteem and romance, consent, contraception, managing conflict, sexual orientation and gender identity, marriage and divorce, sexually transmitted infections, sharing explicit images ('sexting'), the effects of pornography

on relationship expectations, body image and gender stereotyping, parenting skills, relationship myths, relationship/domestic abuse, forced marriage.

This is part of our school's PSHE education programme which is taught throughout the school in every year group and is monitored and reviewed regularly by the staff and governing body. For more detail about our PSHE curriculum offer, please visit the school's website where you can access curriculum overviews by phase and key stage and our Relationships and Sex Education policy.

All teaching in PSHE will take place in a safe learning environment and be underpinned by our school ethos and values. A variety of opportunities will be provided for pupils to ask questions in order to prepare them for relationships in the modern world.

As a school community, we are committed to working in partnership with parents. There will be opportunities throughout the year to find out more about what your child will learn, view the materials and resources being used in lessons and discover how you can best support your child to discuss these topics at home. We will advise you as to when these workshops will take place. You will also receive feedback on your child's engagement with and understanding of the programme.

Thomas Wolsey Ormiston Academy respects the legal right of parents/carers to withdraw their child from all or part of the RSE programme, except for those statutory parts included in the national curriculum for citizenship, P.E., computing and science. If a parent wishes their child to be withdrawn from RSE lessons, they should put in writing which aspects of the programme they do not wish their child to participate in and send this to the academy addressed to the the Co-Principals Helen Dickenson and Emily Webster. Before granting any such request the Co-

Principals will discuss the request with parents and, where appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

We will document this process to ensure a record is kept. If you have any concerns or queries about your child's participation in these lessons, please do not hesitate to contact either ourselves or your child's class teacher to discuss these.

Yours sincerely,

Co-Principals