

# Writing Fundamentals – Programme of Study

	Transcription - Spelling	Composition	Vocabulary, Grammar and Punctuation
Year2	<ul style="list-style-type: none"> <li>• Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• Learn new ways of spelling phonemes for which one or more spellings are already known</li> <li>• Spell common exception words</li> </ul>	<ul style="list-style-type: none"> <li>• Develop positive attitudes and stamina for writing for different purposes across a range of genres</li> <li>• Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Punctuate sentences with question marks and exclamation marks</li> <li>• Use expanded noun phrases to describe and specify</li> <li>• Use verbs to write commands</li> </ul>
Year 3 and 4	<ul style="list-style-type: none"> <li>• use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• Write from memory simple sentences, dictated by the teacher, including taught words and punctuation</li> </ul>	<p><b>Plan</b></p> <ul style="list-style-type: none"> <li>• Discuss and record ideas</li> </ul> <p><b>Draft and write</b></p> <ul style="list-style-type: none"> <li>• Compose and rehearse sentences orally (including dialogue), building a varied and rich vocabulary and an increasing range of sentence structure</li> </ul> <p><b>Evaluate and edit</b></p> <ul style="list-style-type: none"> <li>• Assess the effectiveness of their own and others' writing suggesting improvements</li> <li>• Proof-read for spelling and punctuation errors</li> <li>• Read aloud their own writing, to a group or the whole class, using appropriate intonation, tone and volume so that the meaning is clear</li> </ul>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Extend the range of sentences with more than one clause using a wider range of conjunctions, e.g. when, if, because, although</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Use conjunctions, adverbs and prepositions to express time and cause</li> </ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Use and punctuate direct speech (e.g. inverted commas)</li> </ul>
Year 5 and 6	<ul style="list-style-type: none"> <li>• Use the first three/four letters to check spelling, meaning or both of these in a dictionary</li> <li>• Use a thesaurus</li> </ul>	<p><b>Plan</b></p> <ul style="list-style-type: none"> <li>• Identify the audience and purpose, selecting the appropriate form and using other similar writing as models</li> </ul> <p><b>Draft and write</b></p> <ul style="list-style-type: none"> <li>• Select appropriate grammar and vocabulary, understanding how such choices can change/enhance meaning</li> </ul> <p><b>Evaluate and edit</b></p> <ul style="list-style-type: none"> <li>• Propose changes to vocabulary, grammar and punctuation to enhance effects/clarify meaning</li> <li>• Proof read for spelling and punctuation errors</li> </ul>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Use expanded noun phrases to convey complicated information concisely</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Use the perfect form of verbs to mark relationships of time and cause</li> </ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Use a colon to introduce a list</li> <li>• Punctuate bullet points consistently</li> </ul>

Subsequent Learning	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, and structure</li> </ul>	<ul style="list-style-type: none"> <li>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</li> </ul>
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Oracy Fundamentals – Programme of Study		
	Speaking	Listening
KS1	<p>Early Learning Goals</p> <p>Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	<p>Early Learning Goals</p> <p>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity</p>
These statements apply to all years. Content is taught at a level appropriate to the age/ability of the pupil in KS2	<ul style="list-style-type: none"> <li>Listen and respond appropriately to adults and their peers</li> <li>Ask relevant questions to extend their understanding and knowledge</li> <li>Use relevant strategies to build their vocabulary</li> <li>Articulate and justify answers, arguments and opinions</li> <li>Speak audibly and fluently with an increasing command of Standard English</li> <li>Participate in discussions, presentations, performances, role play, improvisations and debates</li> </ul>	
Subsequent learning	<ul style="list-style-type: none"> <li>Ensure all content is secure</li> </ul>	

Reading Fundamentals – Programme of Study		
	Word reading	Comprehension
Year 2	<ul style="list-style-type: none"> <li>Read most words quickly and accurately without overt sounding and blending</li> <li>Read further common exception words</li> </ul>	<p>In books consistent with their developing phonic knowledge;</p> <ul style="list-style-type: none"> <li>Explain clearly their understanding of what is read by answering questions in discussion with the teacher</li> <li>Become familiar with and retell key stories</li> <li>Make inferences on the basis of what is being said and done</li> <li>Discussing and clarifying the meanings of words; linking new meanings to new vocabulary</li> </ul>
Year 3 and 4	<ul style="list-style-type: none"> <li>Apply growing knowledge of root words, prefixes and suffixes to read aloud and understand meaning of words</li> <li>Read further common exception words</li> </ul>	<ul style="list-style-type: none"> <li>Develop positive attitudes to reading and understanding what they read</li> <li>Use dictionaries to check meanings</li> <li>Check that the text makes sense as they read</li> <li>Ask questions to improve understanding of text</li> <li>Make predictions</li> </ul>
Year 5 and 6	<ul style="list-style-type: none"> <li>Apply growing knowledge of root words, prefixes and suffixes to read aloud and</li> </ul>	<ul style="list-style-type: none"> <li>Discuss understanding and explore meaning of word</li> <li>Draw and justify inferences with evidence</li> <li>Distinguish between statements of fact and opinion</li> </ul>

	understand meaning of words	
Subsequent Learning	<ul style="list-style-type: none"> <li>It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme. These pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.</li> </ul>	<ul style="list-style-type: none"> <li>Draw out key information and summarise main ideas in a text</li> <li>Distinguish between facts and opinions, providing reasoned justifications</li> <li>Participate in discussions about books, building on own and others' ideas and challenging views courteously</li> </ul>

Phonics – Programme of Study		
ELG	Y1	Y2
Can segment the sounds in simple words and blend them together (40-60 months)	Apply Phonic knowledge & skills as the route to decode words.	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
Use Phonic Knowledge to decode regular words and read them aloud accurately. (ELG)	Respond speedily with the correct sound to graphemes for all 40+ phonemes.	Read accurately by blending the sounds in words that contain graphemes taught so far, especially recognising alternative sounds for graphemes.
Read some common irregular words (ELG)	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.	
	Begins to read words quickly with some accuracy.	Read most words quickly and accurately without overt sounding and blending, when they have been frequently encountered.
	Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
	Subsequent Learning Re-read books to build up fluency and confidence in word reading	

Phonics teaching will be based on Letters and Sounds (2007), supported by additional resources linked to this document e.g. Phonics Play.

Maths Fundamentals – Programme of Study			
	Number and Place Value	Addition and Subtraction	Measurement (Time / Money)
Year 2	<ul style="list-style-type: none"> <li>Recognise the place value of each digit in a 2-digit number</li> <li>Use place value and number facts to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>Add and subtract numbers including;</li> <li>A 2-digit number and ones</li> <li>A 2-digit number and tens</li> <li>Two 2-digit numbers</li> <li>Add three 1-digit numbers</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li> <li>Find different combinations of coins that equal the same amounts of money</li> <li>Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</li> <li>Know the number of minutes in an hour and the number of hours in a day</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</li> <li>recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</li> <li>compare and order numbers up to 1000</li> </ul>	<ul style="list-style-type: none"> <li>Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds</li> <li>Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</li> </ul>	<ul style="list-style-type: none"> <li>add and subtract amounts of money to give change, using both £ and p in practical contexts</li> <li>tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</li> <li>estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight</li> <li>know the number of seconds in a minute and the number of days in each month, year and leap year compare durations of events [for example to calculate the time taken by particular events or tasks].</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>count in multiples of 6, 7, 9, 25 and 1000</li> <li>find 1000 more or less than a given number</li> <li>count backwards through zero to include negative numbers</li> <li>recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</li> </ul>	<ul style="list-style-type: none"> <li>add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</li> <li>estimate and use inverse operations to check answers to a calculation</li> </ul>	<ul style="list-style-type: none"> <li>read, write and convert time between analogue and digital 12- and 24-hour clocks</li> <li>Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</li> </ul>

	<ul style="list-style-type: none"> <li>order and compare numbers beyond 1000</li> </ul>		
Year 5	<ul style="list-style-type: none"> <li>read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit</li> <li>count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000</li> <li>interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero</li> </ul>	<ul style="list-style-type: none"> <li>add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</li> <li>add and subtract numbers mentally with increasingly large numbers</li> </ul>	<ul style="list-style-type: none"> <li>solve problems involving converting between units of time</li> <li>Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>read, write, order and compare numbers up to 10000 000 and determine the value of each digit</li> <li>use negative numbers in context, and calculate intervals across zero</li> </ul>	<ul style="list-style-type: none"> <li>perform mental calculations, including with mixed operations and large numbers</li> <li>solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</li> </ul>	<ul style="list-style-type: none"> <li>solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate</li> <li>use, read, write and convert between standard units, converting measurements of time from a smaller unit of measure to a larger unit, and vice versa</li> </ul>
Subsequent Learning	<ul style="list-style-type: none"> <li>consolidate their numerical and mathematical capability from key stage 2 and extend their understanding of the number system and place value to include decimals, fractions, powers and roots</li> </ul>	<ul style="list-style-type: none"> <li>select and use appropriate calculation strategies to solve increasingly complex problems</li> </ul>	<ul style="list-style-type: none"> <li>change freely between related standard units (for example time)</li> </ul>
Multiplication facts	<ul style="list-style-type: none"> <li>All pupils will practice recall of multiplication facts</li> </ul>		

Science Fundamentals – Programme of Study					
	Working Scientifically	Animals, including humans	Living Things and the habitats	Plants	Uses of Everyday Materials
Year 2	<ul style="list-style-type: none"> <li>Observing closely</li> <li>Performing simple tests</li> <li>Identifying and classifying</li> </ul>	<ul style="list-style-type: none"> <li>Notice that animals, including humans, have offspring which grow into adults</li> <li>Find out about and describe the basic needs of animals, including humans, for survival; water, food, air</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>	<ul style="list-style-type: none"> <li>Identify that most living things suited and adapted to their habitats</li> <li>Describe how different habitats provide for the basic needs of different animals and plants</li> </ul>	<ul style="list-style-type: none"> <li>Observe and describe how seeds and bulbs grow into mature plants</li> <li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>	<ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials (wood, metal, plastic, glass, brick, rock, paper, cardboard) for particular uses</li> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul>
	Working Scientifically	Animals, including humans	Plants / Living Things and the habitats	Light / Sound	Forces and Magnets / States of Matter
Year 3	<ul style="list-style-type: none"> <li>Ask relevant questions and use different types of scientific enquiries to answer them</li> <li>set up simple practical enquiries, comparative and fair tests</li> <li>gather, record, classify and present data in a variety of ways to help in answering question</li> </ul>	<ul style="list-style-type: none"> <li>identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> </ul>	<ul style="list-style-type: none"> <li>explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> </ul>	<ul style="list-style-type: none"> <li>recognise that they need light in order to see things and that dark is the absence of light</li> </ul>	<ul style="list-style-type: none"> <li>compare how things move on different surfaces</li> <li>compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> </ul>
Year 4		<ul style="list-style-type: none"> <li>describe the simple functions of the basic parts of the digestive system in humans</li> </ul>	<ul style="list-style-type: none"> <li>Explore and use classification keys to help group, identify and name a variety of</li> </ul>	<ul style="list-style-type: none"> <li>identify how sounds are made, associating some of them with something vibrating</li> </ul>	<ul style="list-style-type: none"> <li>compare and group materials together, according to whether</li> </ul>

		<ul style="list-style-type: none"> <li>identify the different types of teeth in humans and their simple functions</li> </ul>	<p>living things in their local and wider environment</p> <ul style="list-style-type: none"> <li>recognise that environments can change and that this can sometimes pose</li> </ul>	<ul style="list-style-type: none"> <li>recognise that vibrations from sounds travel through a medium to the ear</li> </ul>	they are solids, liquids or gases
	<b>Working Scientifically</b>	<b>Animals, including humans</b>	<b>Plants / Living Things and the habitats</b>	<b>Earth and Space / Light</b>	<b>Properties and changes of materials</b>
Year 5	<ul style="list-style-type: none"> <li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where data and results of increasing complexity using scientific diagrams and labels, classification keys, necessary</li> </ul>	<ul style="list-style-type: none"> <li>describe the changes as humans develop to old age</li> </ul>	<ul style="list-style-type: none"> <li>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> </ul>	<ul style="list-style-type: none"> <li>describe the movement of the Earth and other planets relative to the sun in the solar system</li> </ul>	<ul style="list-style-type: none"> <li>compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>using test results to make predictions to set up further comparative and fair tests</li> </ul>	<ul style="list-style-type: none"> <li>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> </ul>	<ul style="list-style-type: none"> <li>describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li> </ul>	<ul style="list-style-type: none"> <li>use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> </ul>	<ul style="list-style-type: none"> <li>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> </ul>
Subsequent Learning	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>To know the contents of a healthy human diet: carbohydrates,</li> </ul>	<ul style="list-style-type: none"> <li>To understand the interdependence of organisms in an</li> </ul>	<ul style="list-style-type: none"> <li>To know about the similarities and differences between</li> </ul>	<ul style="list-style-type: none"> <li>To know about conservation of material and of mass,</li> </ul>

		lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed	ecosystem, including food webs and insect pollinated crops	light waves and waves in matter	and reversibility, in melting, freezing, evaporation, sublimation, condensation and dissolving
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PE Fundamentals – Programme of Study			
	Athletics	Games	Swimming
Year 2	<ul style="list-style-type: none"><li>• Master basic movements including running, jumping, throwing and catching</li><li>• Develop balance, agility and co-ordination</li></ul>	<ul style="list-style-type: none"><li>• Participate in team games</li><li>• Develop simple tactics for attacking and defending</li></ul>	<ul style="list-style-type: none"><li>• All pupils must be taught to swim competently, confidently and proficiently over a distance of at least 25 metres.</li><li>• Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke).</li><li>• Perform safe self-rescue in different water-based situations</li></ul>
Year 3	<ul style="list-style-type: none"><li>• Explain why it is important to warm up and cool down.</li><li>• Compete against self and others in a controlled manner.</li></ul>	<ul style="list-style-type: none"><li>• Move with the ball in a variety of ways with some control.</li><li>• Apply and follow rules fairly.</li></ul>	
Year 4	<ul style="list-style-type: none"><li>• Speed up and slow down smoothly.</li><li>• Take part in a range of competitive games and activities.</li></ul>	<ul style="list-style-type: none"><li>• Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control.</li><li>• Move with the ball using a range of techniques showing control and fluency.</li><li>• Vary the tactics they use in a game.</li></ul>	
Year 5	<ul style="list-style-type: none"><li>• Explain some safety principles when preparing for and during exercise.</li><li>• Take part in competitive games with a strong understanding of tactics and composition.</li></ul>	<ul style="list-style-type: none"><li>• Choose the best tactics for attacking and defending.</li><li>• Shoot in a game.</li></ul>	
Year 6	<ul style="list-style-type: none"><li>• Carry out warm-ups and cool-downs safely and effectively.</li><li>• Perform and apply a variety of skills and techniques confidently, consistently and with precision.</li></ul>	<ul style="list-style-type: none"><li>• Use good hand-eye coordination to be able to direct a ball when striking or hitting.</li><li>• Show confidence in using ball skills in various ways in a game situation, and link these together effectively.</li></ul>	
Subsequent Learning	<ul style="list-style-type: none"><li>• Thoroughly evaluate their own and others’ work, suggesting thoughtful and appropriate improvements.</li><li>• Take part in competitive games with a strong understanding of tactics and composition.</li></ul>		



Art and Design Fundamentals – Programme of Study				
	Exploring and Developing Ideas	Drawing	Painting	Other art, craft and design techniques
Year 2	<ul style="list-style-type: none"> <li>Explore ideas and collect information</li> <li>Try different materials and methods to improve</li> </ul>	<ul style="list-style-type: none"> <li>Use dots and lines to demonstrate pattern and texture</li> <li>Use different materials to draw, for example pastels, chalk, felt tips</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with different brushes (including brushstrokes) and other painting tools</li> <li>Mix primary colours to make secondary colours</li> </ul>	<p>Collage - Use a combination of materials that have been cut, torn and glued.</p>
Year 3 and Year 4	<ul style="list-style-type: none"> <li>Use sketchbooks to record ideas</li> <li>Explore ideas from first hand observations</li> </ul>	<ul style="list-style-type: none"> <li>Use different materials to draw, e.g. pastels, chalk felt tips</li> <li>To develop their drawing skills charcoal, pencils and sketching</li> </ul>	<ul style="list-style-type: none"> <li>Mix colours effectively using the correct language, e.g. tint, shade, primary, and secondary</li> <li>Create different textures and effects with paint</li> </ul>	<ul style="list-style-type: none"> <li>Select colours and appropriate materials, to create effect</li> <li>Learn and practice a variety of techniques, e.g. overlapping, tessellation, mosaic, and montage (collage)</li> </ul>
Year 5 and Year 6	<ul style="list-style-type: none"> <li>Review and revisit ideas in their sketchbooks</li> <li>Offer feedback using technical vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of techniques to add effects, e.g. shadows reflection, hatching and cross hatching</li> <li>Use a variety of tools and select the most appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Create a colour palette, demonstrating mixing techniques</li> <li>Use a range of paint (acrylic, oil paints water colours) to create visually interesting pieces</li> </ul>	<ul style="list-style-type: none"> <li>Add collage to a painted or printed background;</li> <li>Create and arrange accurate patterns;</li> <li>Use a range of mixed media;</li> </ul>
Subsequent Learning	<ul style="list-style-type: none"> <li>Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgments that can inform their own work.</li> </ul>			

PSHE and Relationships Fundamentals – Programme of Study		
	Health and Wellbeing	Relationships and Sex Education
Year 2	<ul style="list-style-type: none"> <li>• Maintaining a healthy lifestyle.</li> <li>• About good and not so good feelings/ change and loss. ·</li> <li>• Personal hygiene (spreading of diseases)</li> </ul>	<ul style="list-style-type: none"> <li>• How to communicate their feelings to others.</li> <li>• How to recognise that their behaviour can affect other people.</li> <li>• To recognise different types of bullying.</li> <li>• Strategies to resist bullying and how to get help.</li> </ul>
KS2 Taught across all years	<ul style="list-style-type: none"> <li>• How to make informed choices and have a ‘balanced lifestyle.’</li> <li>• What positively and negatively affects their physical, mental and emotional health</li> <li>• To recognise and manage conflicting emotions</li> <li>• That bacteria and viruses can affect health and that following simple routines can reduce their spread.</li> </ul>	<ul style="list-style-type: none"> <li>• To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours.</li> <li>• How to recognise bullying and abuse in all its forms.</li> <li>• To recognise and respond appropriately to a wider range of feelings in others.</li> <li>• To recognise and develop positive, healthy relationship</li> </ul>
Subsequent Learning	<ul style="list-style-type: none"> <li>• Pupils will be able to display effective skills and responsible attitudes towards a healthy lifestyle and keeping themselves safe</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to display responsible attitudes towards relationships and a broad knowledge of acceptable/unacceptable relationship traits.</li> </ul>