

SGS Pegasus School PHSE & Citizenship
Curriculum Map 2017 – 2018 (Key Stage 1)



Term	Edison Learning Life Skills Unit	SGCC Agreed Syllabus for Religious Education A- Know about and understand a range of religions and worldviews B- Express ideas and insights about the nature, significance and impact of religions and worldviews C- Gain and deploy the skills needed to engage seriously with religions and worldviews	Improving the spiritual, moral, social and cultural (SMSC) development of pupils (DfE 2013)
All terms	<p>Standard 5(1)(b) – [the proprietor] precludes the promotion of partisan political views in the teaching of any subject in the school.</p> <p>Standard 5(1)(c) – [the proprietor] takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils they are offered a balanced presentation of opposing views.</p>		
Term 1	Learning together (Learning with Others)	A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	Standard 5(1)(a)(v): assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions.
Term 2	It's up to me! (Developing Independence & Responsibility)	C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.	Standard 5(1)(a)(ii): enable pupils to distinguish right from wrong and to respect the civil and criminal law.
Term 3	Becoming a better learner (Improving own Learning and Performance)	<p>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p> <p>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p>	Standard 5(1)(a)(iii): encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely.

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Term 4	Knowing me, knowing you! (Developing Sense of Self Worth & Understanding of Self and Others)	C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry. C2. Find out about and respond with ideas to examples of co-operation between people who are different.	Standard 5(1)(a)(iv): principles are promoted which provide pupils with a broad general knowledge of public institutions and services in England.
Term 5	Think, Think! (Thinking Skills)	B3. Notice and respond sensitively to some similarities between different religions and worldviews.	Standard 5(1)(a)(vi): encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
Term 6	Speaking and listening	B1 Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	Standard 5(1)(a)(i): enable pupils to develop their self-knowledge, self-esteem and self-confidence.