

# Bandon Hill Primary School

## Curriculum Map 2020-21

**Year Group:** 6

**Meadow Field:** Spruce & Willow

**Wood Field:** Thames, Medway, Witham & Severn

Term	Topic Overview	Entitlement Offer (Hook)	Celebration of Achievement
<b>Aut 1</b>	<p><b><u>The Gallery</u></b> Pack up your pencils, pick up your paintbrushes and prepare to be amazed by the wonderful work of 19th and 20th century artists. During this half term, we'll visit a local art gallery to view an exhibition. We'll talk about features of the artwork and sketch our favourite pieces. We'll research important artwork of the 19th and 20th centuries online, choosing a favourite piece of art to describe in more detail. Using maps, we'll locate art galleries around the world and calculate how much it would cost to get there. When we've gathered a range of materials, we'll make beautiful sketchbooks and use them to collect ideas and inspiration. We'll create pieces of art inspired by well-known artists and use search engines to source images of modern art to put into a digital portfolio. We'll express ourselves through poetry, stories, music and painting. Art can affect our feelings and emotions, and we'll investigate whether everyone responds in the same way. We'll also use found objects to create a surreal sculpture.</p>	Tate Modern visit (Educational Visit)	Art Gallery (parents in)
<b>Aut 2</b>	<p><b><u>Frozen</u></b> Welcome to the planet's coldest lands, which are incredibly beautiful, yet often deadly. This half term, we'll start by making and observing icebergs. We'll then find out more about them using non-fiction books. We'll learn technical vocabulary so we can write reports in the role of engineers. Using globes and maps, we'll identify the polar regions, comparing the Arctic and Antarctic. We'll also think about how we can protect the polar environment. Then, we'll investigate the tragic story of the RMS Titanic, and find out about the people on board. We'll download images of polar features and save our information in digital folders. When we're more familiar with the polar regions, we'll write exciting stories, poems and diary entries from the perspective of brave explorers. Researching our favourite polar animals will be fun, and we'll create animal artwork inspired by the Inuit people. We'll experiment with digital photography and create amazing effects using paints and dyes.</p>	National Maritime Museum (Educational Visit)	Building igloos (Sent home – photo postcards)
<b>Spr 1</b>	<p><b><u>I am Unique</u></b> Who do you think you are? During this half term, we're going to find out what makes us the people we are. We'll meet a mysterious man and consider what traits and features give us our identity. Thinking about what makes us unique, we'll write stories in which we have a new identity. We'll learn about branching databases and how to create a classification system. Then, we'll gather data about physical features, make spreadsheets and look for patterns. We'll take part in physical activities that challenge us and measure the outcomes. While comparing photographs of ourselves with those of our relatives, we'll decide if we share any features. We'll create adverts and write a tribute to a friend. After investigating fingerprints and genetic characteristics, we'll create 3-D models and design clothing that reflects our personality.</p>	Forensic Science workshop (Visiting workshop)	'My Identity' Class Poetry Book (Sent home)
<b>Spr 2</b>	<p><b><u>Evacuate!</u></b> A siren sounds and a Spitfire zooms overhead! It's 1939 and Britain is at war. This half term, we'll imagine what it was like to be evacuated and live with a family other than our own. Using different source materials, we'll learn about evacuation and write letters to our families 'back home'. We'll plot the</p>	Evacuation Day (Teacher-led)	VE Day Celebrations (photo postcards sent home)

	<p>Second World War's events on a timeline and learn about rationing, Pearl Harbour and the Battle of Britain. From a range of maps, we'll identify safe and dangerous places during the war and make persuasive posters to support the war effort. After reading an extract from The Diary of a Young Girl by Anne Frank, we'll write our own diaries. From a range of sources, we'll find out about children and school during the war and learn about discrimination that existed at the time. We'll learn about what it was like during the Blitz and think about how soldiers might have felt. In D&amp;T, we'll make Anderson shelters and cook delicious wartime food.</p>		
<b>Sum 1</b>	<p><b><u>Viva Mexico!</u></b>          Bienvenido a Mexico! We're going to explore this unique country, from its towering temples to its fun-packed festivals. During this half term, we'll watch a traditional Mexican performance and join in with percussion instruments. To cool down afterwards, we'll have a refreshing drink of sangrita or limeade. We'll use non-fiction books to find out about the importance of music in Mexican culture and have a go at folk dancing. Using our literacy skills, we'll write about festivals and create an invitation to a Mexican food tasting session. In preparation, we'll make delicious drinks and savoury dishes. We'll learn about the 'Day of the Dead' and create 3-D skulls. With the Chihuahuan Desert as our imagined location, we'll write postcards and clear instructions for a game. We'll read Maya myths and legends, and write our own. Using maps, we'll locate Mexico and explore its natural features. We'll discover what daily life is like and how it has changed over time. Then we'll craft Maya chocolate and simple woodwind instruments from recycled materials. Who can make the highest, loudest and longest sounds?</p>	<p>Celebration of Mexican music (Teacher-led)</p>	<p>Celebration of Mexican culture (food, music etc) (Parents in)</p>
<b>Sum 2</b>	<p><b><u>Into The Future</u></b>          There are so many ways to communicate: text messages, blogs, emails and podcasts. Which do we prefer? During this half term, we'll interview a web designer or blogger, investigating the process their work goes through. After looking at a range of blogs and emails, we'll write a letter to our headteacher to ask if we can create a class blog. We'll learn about the history of computing, which surprisingly goes back 6000 years to the Antikythera mechanism, and find out how optical fibre cables are used. Through further exploration of modern technology, we'll learn about some of the amazing people responsible for its development. In our ICT work, we'll investigate how to decide whether a website is trustworthy and what malware is. We'll write a thriller based on exciting technology and learn about how robots can help us. We'll explore how to write an algorithm and how to keep safe online. Then, we'll listen to and download music and create a mock-up website. We'll learn all about lasers, and make periscopes and complex circuits. We'll investigate robotic toys and make our own.</p>	<p>Web designer Q&amp;A (Visiting workshop)</p>	<p>Dragon's Den of modern day inventions (parents in)</p>
<b>Sum 2</b>	<p><b><u>Heart Beat</u></b>          Let's explore our circulatory system! At the start of our project, we'll dissect an animal heart, finding out about the different parts and how the blood flows. Afterwards, we'll write a report of the experience and use software and models to learn more about how the circulatory system works. We'll use a data logger to measure our heart rates and test how it is affected by exercise. In D&amp;T, we'll make model hearts, and test materials before making a stethoscope. As part of our music work, we'll use our bodies as percussion instruments and feel our pulse. We'll read shape poetry, and write poems inspired by the heart. We'll learn about how smoking affects the heart and write adverts to persuade people to stop smoking. We'll visit the 'Give blood' website, and make a flow diagram to illustrate the circulation process.</p>	<p>Exploring the heart (Visiting workshop/Secondary school science Department)</p>	<p>Healthy Heart, Healthy Lifestyle leaflets (sent home)</p>

Year group	Educational Visits (Off-site)	Educational Visitors (On-site)	Teacher-led Topic days	Residential Visits	Outdoor Learning sessions	Arts & culture	Community & partnership learning	Specialist curriculum day/week
6	National Maritime Museum (Topic: Frozen)  Tate Modern visit (Topic: The Gallery)	Web designer Q&A (Topic: Into the Future)  Forensic Science workshop (Topic: I Am Unique)  Exploring the heart (Heart Beats)	Evacuation Day (Topic: Evacuate)	PGL for one week in June	Weekly (weather permitting)	Weekly library visits  Tate Modern Visit	Community Christmas Party	RE  Science Week  Humanities Week  Number Day

	The Gallery (Aut 1)	Frozen (Aut 2)	I Am Unique (Spr 1)	Evacuate! (Spr 2)	Viva Mexico (Sum 1)	Into The Future / Heart Beat (Sum 2)
	Biography (formal/informal), Balanced Argument (formal), Poem (informal)	Non-chronological Report (formal), Diary Entry (informal/historical vocab), Newspaper Report (Formal), Narrative (informal)	Diary entry (informal), Persuasive letter (formal), Newspaper report (formal)	Setting Description (informal), Diary Entry (informal), Persuasive Letter (formal), Newspaper Report (formal)	Instructions (formal/informal), Non-chronological report (formal), Narrative (informal)	Balanced Argument (formal), Review (informal)
English	Word  Sentence  Text  Punctuation  Terminology for pupils Alan Peat Sentences	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter], How words are related by meaning as synonyms and antonyms [for example, big, large, little].</p> <p>Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</p> <p>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p> <p>Years 1 -5 plus De: De sentences, Adjective, same Adjective sentences, 3 bad – dash question sentences, Some; others sentences, Irony sentences, One word, one phrase definition, Imagine; 3 examples sentences</p>				
Maths	Number: Place Value Number: Addition, Subtraction, Multiplication & Division Number: Fractions Geometry: Position & Direction		Number: Decimals Number: Percentages Number: Algebra Measurement: Converting Units Measurement: Perimeter, Area and Volume Number: Ratio Statistics		Geometry: Properties of Shape Consolidation and preparation for SATs Consolidation, investigations and preparation for KS3	

Science	<p>Sc WS 5 – report and present findings from enquiries, including conclusions, causal relationships and explanations of and degrees of trust in results, in oral and written forms such as displays and other presentations</p> <p>Sc L 4 – Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p> <p>Sc WS 1 – Plan different types of scientific enquires to answer questions, including recognising and controlling variables where necessary</p>	<p>Sc EI3 – Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> <p>Sc LT1 – Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and difference, including micro-organisms, plants and animals</p> <p>Sc WS3 – Record data and results of increasing complexity using scientific diagrams and labels, classification keys , tables, scatter graphs, bar and line graphs</p>	<p>Sc LT2 – Give reasons for classifying plants and animals based on specific characteristics</p> <p>Sc WS 1 – Plan different types of scientific enquires to answer questions, including recognising and controlling variables where necessary</p> <p>SC WS3 – Record data and results of increasing complexity using scientific diagrams and labels, classification keys , tables, scatter graphs, bar and line graphs</p> <p>Sc WS2 – Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>Sc WS 5 – report and present findings from enquiries, including conclusions, causal relationships and explanations of and degrees of trust in results, in oral and written forms such as displays and other presentations</p>	-	<p>Sc L 4 – Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>	<p>Sc A1 – Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood</p> <p>SC WS3 – Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>Sc WS 5 – report and present findings from enquiries, including conclusions, causal relationships and explanations of and degrees of trust in results, in oral and written forms such as displays and other presentations</p> <p>Sc WS2 – Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>Sc A2 – Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Sc A3 – Describe the ways in which nutrients and water are transported within animals, including humans</p> <p>Sc WS 6 – Identify scientific evidence that has been used to support or refute ideas or arguments</p>
Computing	<p>Co5 – Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluation digital content</p> <p>Co6 – Select, use and combine a variety of</p>	<p>Co6 – Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given</p>	<p>Co6 – Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including</p>	<p>Co5 – Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluation digital content</p> <p>Co6 – Select, use and combine a variety of</p>	<p>Co5 – Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluation digital content</p> <p>Co6 – Select, use and combine a variety of</p>	<p>Co5 – Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluation digital content</p> <p>Co2 – Use sequence, selection and repetition</p>

	software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	goals, including collecting, analysing, evaluating and presenting data and information Co5 – Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluation digital content Co4 – Understand computer networks including the internet, how they can provide multiple services such as the world wide web and the opportunities they offer for communication and collaboration	collecting, analysing, evaluating and presenting data and information Co7 - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	in programs; work with variables and various forms of input and output Co6 – Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
PE  (Merton PE scheme of work)	PE 4 – Perform dances using a range of movement patterns PE 6 – Compare performances with previous ones and demonstrate improvement to achieve their personal best	PE5 – Take part in outdoor and adventurous activity challenges both individually and within a team	PE 6 – Compare performances with previous ones and demonstrate improvement to achieve their personal best	PE 2 – Play competitive games modified where appropriate (e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis) and apply basic principles suitable for attacking and defending PE 4 – Perform dances using a range of movement patterns	PE 4 – Perform dances using a range of movement patterns	PE 6 – Compare performances with previous ones and demonstrate improvement to achieve their personal best PE 1 – Use running, jumping, throwing and catching in isolation and in combination
History	-	Hi 6 – Study of an aspect or theme in British History that extends pupils chronological knowledge beyond 1066	Hi 6 – Study of an aspect or theme in British History that extends pupils chronological knowledge beyond 1066	Hi 6 – Study of an aspect or theme in British History that extends pupils chronological knowledge beyond 1066	Hi9 – Learn about a non-European society that provides contrast with British history – one study chosen from: early Islamic civilisation, including a study of Baghdad c. AD900; Mayan civilisation c. AD900; Benin (West Africa) c. AD900-1300	-
Geography	Ge LK1 – Locate the world's countries using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities	Ge LK3 – Identify the position and significance of longitude, latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones	Ge SF3 – Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies Ge SF1 – Use maps, atlases, globes and digital/computer mapping	Ge HP2 – Describe and understand human geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Ge LK2 – Name and	Ge LK1 – Locate the world's countries using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities	-

	Ge SF1 – Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	(including day and night) Ge PK1 – Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America Ge HP2 – Describe and understand human geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Ge SF1 – Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Ge SF2 – Use the eight points of a compass, four and six-figure grid references, symbols and key (including the Ordnance Survey maps) to build their knowledge of the UK and the wider world	to locate countries and describe features studied	locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.	Ge PK1 – Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America Ge SF1 – Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	
Art & Design	AD2 – Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) AD3 - Learn about great artists, architects and designers in history AD1 – Create sketch books to record their observations and use them to review and revisit ideas	AD2 – Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) AD1 – Create sketch books to record their observations and use them to review and revisit ideas	AD2 – Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)		AD2 – Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) AD3 - Learn about great artists, architects and designers in history	AD2 – Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)
DT	DT M1 – Select from and use a wider range of tools and equipment to	DT M1 – Select from and use a wider range of tools and equipment to	DT M1 – Select from and use a wider range of tools and equipment to perform	DT CN2 – Prepare and cook a variety of predominantly savoury	DT E3 – Evaluate their ideas and products against their own design	DT M1 – Select from and use a wider range of tools and equipment to

	perform practical tasks (e.g. cutting, shaping, joining and finishing) accurately DT M2 – Select from and use a wider range of materials, textiles and ingredients according to their functional properties and aesthetic qualities DT TH3 – Understand and use electrical systems in own products	perform practical tasks (e.g. cutting, shaping, joining and finishing) accurately	practical tasks (e.g. cutting, shaping, joining and finishing) accurately DT D2 – Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups	dishes using a range of cooking techniques. DT TK1 – Apply their understanding of how to strengthen, stiffen and reinforce more complex structures DT M2 – Select from and use a wider range of materials, textiles and ingredients according to their functional properties and aesthetic qualities	criteria and consider the views of others DT CN2 – Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. DT CN1 – Understand and apply the principles of a healthy and varied diet DT E1 – Investigate and analyse a range of existing products DT D1 – Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups DT M1 – Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing) accurately DT M2 – Select from and use a wider range of materials, textiles and ingredients according to their functional properties and aesthetic qualities	perform practical tasks (e.g. cutting, shaping, joining and finishing) accurately DT CN2 – Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. DT E1 – Investigate and analyse a range of existing products DT D2 – Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
RE  (‘Discover RE’ scheme of work)	Theme: Beliefs and Practices Key Question: What is the best way for a Muslim to show commitment to God? Religion: Islam	Theme: Christmas Key Question: How significant is it that Mary was Jesus’ mother? Religion: Christianity	Theme: Beliefs and Meaning Key Question: Is anything ever eternal? Religion: Christianity	Theme: Easter Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth? Religion: Christianity	Theme: Beliefs and moral values Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives? Religion: Islam NB: This enquiry is taught in 2 sections over the term	
Music	Mu 2 – Improvise and compose music for a range of purposes using the interrelated dimensions of music  Mu 4 - use and understand staff and other musical notations Recap of note values – creating own rhythms.	Mu 2 – Improvise and compose music for a range of purposes using the interrelated dimensions of music  Mu 1 – play and perform in solo and ensemble contexts, using their voices and playing musical	Mu 5 – Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  Mu 3 – Listen with attention to detail and recall sounds with increasing aural	Mu 3 – Listen with attention to detail and recall sounds with increasing aural memory Mu 1 – Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and	Mu4 – Use and understand staff and other musical notations Mu 1 – Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Mu 1 – Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression End of Year performance) Mu 2 – Improvise and compose music for a

		instruments with increasing accuracy, fluency, control and expression Singing and performing	memory  Mu 4 - use and understand staff and other musical notations Reading notes on treble clef (playing simple piece on glockenspiel or keyboard.)	expression Mu 2 – Improvise and compose music for a range of purposes using the interrelated dimensions of music Mu 5 – Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Mu6 - develop an understanding of the history of music. (different composers)	Mu 3 – Listen with attention to detail and recall sounds with increasing aural memory Mu 2 – Improvise and compose music for a range of purposes using the interrelated dimensions of music Mu 5 - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (Music from different cultures and traditions)	range of purposes using the interrelated dimensions of music
French	How do we learn a language? Memorisation techniques Describing my school: What facilities my school has School Routines How do I get to school?	Describing my school: What I like and dislike about my school My teachers Comparing my school with a French school Writing and performing a presentation on my school	On Holiday! Where do you normally go on holiday? Who do you normally go with?	On Holiday! How do you normally go and why? What do you normally like to do?	On Holiday! Where are you going to go next year? Who are you going to go with next year? How are you going to go and why?	What are you going to do on holiday next year? My holidays.
PSHCE / Wellbeing	PSHE 1d – Recognise, as they approach puberty, how people's emotions change at the time and how to deal with their feelings towards themselves, their family and others in a positive way	PSHE 2e – reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences PSHE 1a – Talk and write about their opinions and explain their views, on issues that affect themselves and society	PSHE 2a – Research a, discuss and debate topical issues, problems and events PSHE 5b – Feel positive about themselves PSHE 2h – Recognise the role of voluntary, community and pressure groups PSHE 2k – Explore how the media present information PSHE 4e – Recognise and challenge stereotypes PSHE 1b – Recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals	PSHE 4b – Think about the lives of people living in other places and times, and people with different values and customs PSHE 2g – Know what democracy is and about the basic institutions that support it locally and nationally PSHE 2e – reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences	-	PSHE 4g – Know where individuals, families and groups can get help and support PSHE 5c – Participate (e.g. in the school's decision-making process such as councils, parliaments, government and voting) PSHE 4a – Recognise that their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view