|  |
| --- |
| **Topics covered in lessons/assembly programme** |
|  | **Y5** | **Y6** |
| **Types of Abuse – Including rights of the child.** | **NSPCC Speak out. Stay safe assembly**: The rights of every child to:• Speak out and be heard• Be safe• Get help when they need itDefinitions of abuse The Sack of Worries activity is used to introduce the definitions of abuse:* Neglect
* Physical abuse
* Emotional abuse
* Sexual abuse
* Bullying
* Online abuse

**English Texts**The Boy who harnessed the wind- tackles rights of the child. Should education be free for all children around the world? Themes of poverty, famine, rights to education.Malala speech- Equal rights for women. | **NSPCC Speak out. Stay safe assembly:** Children’s RightsThe rights of every child to:• Speak out and be heard• Be safe• Get help when they need itDefinitions of abuse The Sack of Worries activity is used to introduce the definitions of abuse:* Neglect
* Physical abuse
* Emotional abuse
* Sexual abuse
* Bullying
* Online abuse

**English Texts**Autumn 1 - English text Once by Morris Gleitzman - neglect, emotional and physical abuse, bereavement, war.Spring 1 - Holes, discussing rights of the child |
| **NSPCC – How can the pants rules help us? 9-11 years**Fifth in the series of six lessons developed by the NSPCC on the importance of the Tell PANTS rules. It reinforces, revisits and extends children’s thinking from previous years.Designed to help identify different types of touch, build their confidence in different ways to respond to unwanted touch and to know who to talk to for support. Types of disrespectable behaviour and how to challenge them |
| **Mental Health and Well-being** | **Assemblies****Monday alternating Values and safeguarding assemblies:*** School Values: thinking, collaborating, communicating, listening
* School council leading school values assembly
* British Values
* Protected characteristics
* Citizenship
* Mental Health

**Wednesday weekly oracy assembly:**Alternating Picture News and Votes for Schools**Votes for Schools** – covers Mental Health Week, anti-bullying week, disabilities, neurodiversity, Pride and Gypsy/Roma/Traveller History Month.**PE**- Health and fitness* Being a team player/playing games.
* Know and understand the reasons for warming up and cooling down.
* Explain some safety principles when preparing for and during exercise.

**Science - Animals including Humans*** Create a timeline to indicate stages of growth in humans
* Know what puberty is

**Well-Being Lessons** (Half Termly Lesson) * Growth Mindset
* Others Around Me
* Working together
* Pay it forward
* Adaptive sports

PSHE- Changing meTo develop an understanding of my own self-image and how my body image fits into that. **History**Maya civilisation- food and diet comparison to our own diets.Vikings- Look at the Viking diet.**English Texts****The Explorer by Katherine Rundell**Tackles parent/child relationships from different backgrounds and the impact it has on a child emotionally and mentally.The Viewer- themes of mental health when the main character finds the viewer and sees dark imagery that causes him sleepless nights and lack of focus at school.The Highwayman- tackles themes of jealousy and the consequences. | **Assemblies****Monday alternating Values and safeguarding assemblies:*** School Values: thinking, collaborating, communicating, listening
* School council leading school values assembly
* British Values
* Protected characteristics
* Citizenship
* Mental Health

**Wednesday weekly oracy assembly**Alternating Picture News and Votes for Schools**Votes for Schools** – covers Mental Health Week, anti-bullying week, disabilities, neurodiversity, Pride and Gypsy/Roma/Traveller History Month.**Summer term - Transitional visits to secondary school**- supporting emotional wellbeing and change.**DT - Cooking and nutrition** Eatwell plate and a balanced diet **Science - Animals including Humans*** Identify and name the main parts of the human circulatory system
* Know the function of the heart, blood vessels and blood
* Know the impact of diet, exercise, drugs and lifestyle on health
* Know the ways in which nutrients and water are transported in animals, including humans

**Well-Being Lessons** (Half Termly Lesson) * Goal Setting
* Myself
* Community
* Apologising
* Brian Breaks

**English Texts**Boy in the Tower – exploring main character’s mums' agoraphobia and mental health problems Skellig - Tackles main characters feelings of abandonment as new sibling are born  |
| **Online Safety** | **Computing - Purple Mash** Responsibilities and Support when Online, Protecting Privacy, Citing Sources, Reliability**Key Learning** * To gain a greater understanding of the impact that sharing digital content can have.
* To review sources of support when using technology.
* To review children’ responsibility to one another in their online behaviour.
* To know how to maintain secure passwords.
* To understand the advantages, disadvantages, permissions, and purposes of altering an image digitally and the reasons for this.
* To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online
* To learn about how to reference sources in their work.
* To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information.
* Ensuring reliability through using different methods of communication.

PSHE (RSE)* To develop an understanding that there are rights and responsibilities in an online community or social network
* To develop an understanding of the rights and responsibilities when playing a game online and to identify when an online game is being unhelpful or unsafe.
* To know when I am spending too much time using devices (screen time) and to know what I can do to reduce this.
* To know how to stay safe when using technology to communicate with my friends
 | **Computing - Purple Mash** Message in a Game, Online Behaviour, Screen Time **Key Learning*** To identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g., apps accessing location.
* To identify secure sites by looking for privacy seals of approval, e.g., https, padlock icon.
* To identify the benefits and risks of giving personal information and device access to different software.
* To review the meaning of a digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user.
* To have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour.
* To begin to understand how information online can persist and give away details of those who share or modify it.
* To understand the importance of balancing game and screen time with other parts of their lives, e.g., explore the reasons why they may be tempted to spend more time playing games or find it difficult to stop playing and the effect this has on their health.
* To identify the positive and negative influences of technology on health and the environment
 |
| **CSE/Risk of Exploitation** | **Online exploitation aspect** – covered in Online Safety.**Sexual aspect** – covered through RSE.‘Alright Charlie’ is a preventative resource pack that addresses child sexual exploitation (CSE) and grooming in a way that is age appropriate.Aim - To reduce young people’s risk of grooming and CSE.Objectives - For young people to be able to:* Identify the warning signs of grooming and CSE
* Identify at least one trusted adult they would talk to about grooming and CSE
* Highlight how they would talk to this trusted adult

**English Texts**Cosmic by Frank Cotrell Boyce- Main character deceives others by pretending he is an adult to win a competition to go to space.The boy who harnessed the wind- covers child labour  | **Online exploitation aspect –** covered in Online Safety.**Sexual aspect –** covered through RSE.**PSHE – Drug, alcohol and resilience training** **Key Topics:** • Illegal and legal drugs including alcohol, tobacco, solvents, prescription drugs.• Hate crime covering difference, prejudice and respect• Knife crime includes the law, safety and risks and consequences**Overarching themes of** Responsibility, Stress, Confident communication, Resistance strategies, Pressure and peer pressure, Becoming a good citizen, Where to get help |
| **Domestic Abuse (Healthy Relationships)** | **Votes for Schools** – covers SMSC, Prevent, British Values and UN sustainable development goals – covers Black history month, anti-bullying week, disabilities, neurodiversity, Pride and Gypsy/Roma/Traveller History Month. (Weekly Oracy assembly)RSE**PSHE**Relationships and sex education-Puberty, male and female changes, puberty and hygiene.**English Texts**The Boy who harnessed the wind- healthy relationships/working and supporting families and communities.The explorer- tackles friendships between children from different backgrounds. Working together to fight for survival.The Highwayman- unhealthy relationships- jealousy, love**PSHE Relationships**1. To know how to make friends
2. Try to solve friendship problems when they occur
3. Help others to feel part of a group
4. Show respect in how they treat others
5. Know how to help themselves and others when they feel upset or hurt
6. Know and show what makes a good relationship

**Key knowledge*** I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities
* I know how to keep building my own self-esteem I understand that belonging to an online community can have positive and negative consequences
* I can recognise when an online community feels unsafe or uncomfortable
* I understand there are rights and responsibilities in an online community or social network
* I know there are rights and responsibilities when playing a game online themselves and others when they feel upset or hurt
* I can recognise when I am spending too much time using devices (screen time)
* I can identify things I can do to reduce screen time, so my health isn’t affected
* I can explain how to stay safe when using technology to communicate with my friends
* I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others
 | **Votes for Schools** – covers SMSC, Prevent, British Values and UN sustainable development goals – covers Black history month, anti-bullying week, disabilities, neurodiversity, Pride and Gypsy/Roma/Traveller History Month. (Weekly Oracy assembly)**PSHE Workshops on healthy relationships** – The GREAT Project:**Session One** (Healthy Relationships) – Promotes the importance of children developing healthy, positive relationships **Session Two** (Domestic Abuse) – Explores what domestic abuse is, how children can access support, and what support services are available **Session Three** (Excuses and Choices) – Considers the reasons behind domestic abuse, with a focus on dispelling commonly used excuses/myths **Session Four** (Respecting Each Other) – Looks at gender inequalities and promoting gender respect**English Texts**Boy in the Tower - Themes of abandonment between child and adult – healthy relationships between adults and children Holes – Unhealthy relationships with adults in positions of power**PSHE Relationships**1. To know how to make friends
2. Try to solve friendship problems when they occur
3. Help others to feel part of a group
4. Show respect in how they treat others
5. Know how to help themselves and others when they feel upset or hurt
6. Know and show what makes a good relationship

**Key Knowledge** * I know that it is important to take care of my mental health
* I understand that people can get problems with their mental health and that it is nothing to be ashamed of
* I know how to take care of my mental health
* I understand that there are different stages of grief and that there are different types of loss that cause people to grieve
* I can recognise when people are trying to gain power or control
* I can judge whether something online is safe and helpful for me
* I can resist pressure to do something online that might hurt myself or others
* I can use technology positively and safely to communicate with my friends and family.
 |
| As part of personal development we empower children to have individuality and help them understand that everyone is unique.* We praise children for demonstrating honesty, kindness, and respect for others.
* We give children opportunities to voice their opinions and encourage them to listen to other people’s views.
* We help children understand that “no” means “no” and make sure they know who to talk to if they are ever uncomfortable with something they have been asked them to do.
* We work with children to resolve conflicts using restorative justice and help them understand how others might be affected.
* We talk to children about bullying in all its forms and make sure they know how to get help if they need it.
 |
| **Female Genital Mutilation** | **NSPCC – How can the pants rules help us? 9-11 years**Fifth in the series of six lessons developed by the NSPCC on the importance of the Tell PANTS rules. It reinforces, revisits and extends children’s thinking from previous years.Designed to help identify different types of touch, build their confidence in different ways to respond to unwanted touch and to know who to talk to for support. Types of disrespectable behaviour and how to challenge them. |
| RSE ***Changing Me***  1. Understandthat everyoneis unique andspecial.
2. Can express how they feel when change happens.
3. Understand and respect the changes that they see in themselves.
4. Understand and respect the changes that they see in other people.
5. Know who to ask for help if they are worried about change.
6. Are looking forward to change.

**Key learning** * I am aware of my own self-image and how my body image fits into that
* I know how to develop my own self esteem
* I can explain how a girl’s body changes during puberty and understand the importance of looking after yourself physically and emotionally
* I understand that puberty is a natural process that happens to all and that it will be ok for me
* I can describe how boys’ and girls’ bodies change during puberty
* I can express how I feel about the changes that will happen to me during puberty
* I understand that sexual intercourse can lead to conception and that is how babies are usually made
* I also understand that sometimes people need IVF to help them have a baby
* I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)
 | **RSE *Changing Me***1. Understandthat everyoneis unique andspecial.
2. Can express how they feel when change happens.
3. Understand and respect the changes that they see in themselves.
4. Understand and respect the changes that they see in other people.
5. Know who to ask for help if they are worried about change.
6. Are looking forward to change.

**Key Learning** * I am aware of my own self-image and how my body image fits into that
* I can explain how girls’ and boys’ bodies change during puberty and understand the importance
* of looking after yourself physically and emotionally
* I can describe how a baby develops from conception through the nine months of pregnancy, and
* how it is born
* I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend
 |
| **Forced Marriage****Honour Based Violence** | **RSE**Relationships and sex education-Puberty, male and female changes, puberty and hygiene* To develop an accurate picture of who I am as a person in terms of my characteristics and personal qualities
* To develop an understanding that belonging to an online community can have positive and negative consequences.

Changing me* To know how boys’ and girls’ bodies change during puberty and to be able to describe what happens.
* To know how a girl’s body changes during puberty and understand the importance of looking after yourself physically and emotionally
* To develop an understanding of my own self-image and how my body image fits into that.
* To develop an understanding that sexual intercourse can lead to conception and that is how babies are usually made. To know that sometimes people need IVF to help them have a baby
* **To know** what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)
 | **RSE****Relationships and sex education-Puberty, male and female changes, puberty and hygiene****Workshops on healthy relationships** – GREAT Project:**Session One** (Healthy Relationships) – Promotes the importance of children developing healthy, positive relationships **Session Two** (Domestic Abuse) – Explores what domestic abuse is, how children can access support, and what support services are available **Session Three** (Excuses and Choices) – Considers the reasons behind domestic abuse, with a focus on dispelling commonly used excuses/myths **Session Four** (Respecting Each Other) – Looks at gender inequalities and promoting gender respect |
| **Substance Misuse** | **DT****Use of Tools:** Using glue and glue gun safely**English Texts**The boy who harnessed the wind- talks about taking medication from those who are not doctors and the consequences it could have- negative reactions. | **DT** **Use of Tools:** Using glue and glue gun safely**PSHE DARE – Drug, alcohol and resilience training****Key Topics:** • Illegal and legal drugs including alcohol, tobacco, solvents, prescription drugs.**Overarching themes*** Responsibility
* Stress
* Confident communication
* Resistance strategies
* Pressure and peer pressure
* Becoming a good citizen
* Where to get help

**English Texts**Boy in the tower – refers to the main character having knowledge that alcohol isn’t good for childrenSkellig – talks about ale and aspirin, providing teachable moments Once – talks about drugging the children and misuse of dentists medication  |
| **Gang Activity** **Youth Violence****Knife crime** | **DT Use of Tools*** Scissors

**English Texts**The boy who harnessed the wind- talks about stealing and the consequences of it. Main character steals bubble gum and deals with the repercussions of this.The Highwayman- themes of crime and punishment. Gun crime and murder. **History**Vikings-To know why the Vikings were so successful in battle | **DT Use of Tools*** Scissors

**English Texts**Holes – talks about children breaking the law and misbehaving **PSHE DARE – Drug, alcohol and resilience training****Key Topics:** • Illegal and legal drugs including alcohol, tobacco, solvents, prescription drugs.• Hate crime covering difference, prejudice and respect• Knife crime includes the law, safety and risks and consequences**Overarching themes*** Responsibility
* Stress
* Confident communication
* Resistance strategies
* Pressure and peer pressure
* Becoming a good citizen
* Where to get help

Gang and knife crime prevention PCSO Galleries of Justice – Knife crime and gang workshop |
| **Prevent - Radicalisation and Extremism** | **Assemblies****Monday alternating Values and safeguarding assemblies:****•** School Values: thinking, collaborating, communicating, listening• School council leading school values assembly• British Values • Protected characteristics• Citizenship• Mental Health**Tuesday Key Stage Singing/celebrations and festivals** * Sports ambassadors
* Children in Need
* Remembrance day
* Harvest Festival
* Christmas
* Hanukkah
* Lunar New Year
* Shrove Tuesday
* Valentine’s day
* Holi
* Science ambassadors
* Ramadan
* Easter

**Wednesday weekly oracy assembly alternating Picture News and Votes for Schools****Picture News -** Exposing our children to a range of current issues including political, religious, cultural, environmental, social, moral, spiritual. Children learn about the World and develop respect for other’s beliefs, feelings and faiths. Makes British Values relevant and meaningful and develop links between personal, school and community values.**Votes for Schools** – covers SMSC, Prevent, British Values and UN sustainable development goals – covers Black history month, anti-bullying week, disabilities, neurodiversity, Pride and Gypsy/Roma/Traveller History Month.**Positive self-identify:** * Mental Health

**Black History Month:**Eric Irons (links to Windrush)• What was life like for black people in the UK?• Who was Eric Irons?• Why is he important? **History –**Maya civilisation- links to extreme views of sacrificing your life for a God.To develop an understanding of ancient Maya religionFrench * Respect for different languages and cultures.
 | **Assemblies****Monday alternating Values and safeguarding assemblies:****•** School Values: thinking, collaborating, communicating, listening• School council leading school values assembly• British Values • Protected characteristics• Citizenship• Mental Health**Tuesday Key Stage Singing/celebrations and festivals** * Sports ambassadors
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**Wednesday weekly oracy assembly alternating Picture News and Votes for Schools****Picture News -** Exposing our children to a range of current issues including political, religious, cultural, environmental, social, moral, spiritual. Children learn about the World and develop respect for other’s beliefs, feelings and faiths. Makes British Values relevant and meaningful and develop links between personal, school and community values.**Votes for Schools** – covers SMSC, Prevent, British Values and UN sustainable development goals – covers Black history month, anti-bullying week, disabilities, neurodiversity, Pride and Gypsy/Roma/Traveller History Month.**PSHE DARE – Drug, alcohol and resilience training****Key Topics:** • Hate crime covering difference, prejudice and respect**Overarching themes*** Responsibility
* Stress
* Confident communication
* Resistance strategies
* Pressure and peer pressure
* Becoming a good citizen
* Where to get help

**Positive self-identify:** * Mental Health

**History – WW2**Links to the mistreatment of a religious group **Black History Month:**The Abolition of slavery (links to enslavement y1, 2 and 4)• How did people resist slavery in America• Who was Olaudah Equiano• How did people resist in Britain |
| **RE****Why do people have to stand up for what they believe in?**Christian Muslim, Sikh**Why doesn’t Christianity always look the same?**Christian**What happens when we die? 1**Jewish, Christian, Muslim Humanist**What happens when we die? 2**Hindu, Buddhist**Who should get to be in charge?**Muslim, Sikh**Why are some places in the world significant to believers?** Christian, Jewish, Buddhist | **RE****Why does religion look different around the world? 1** Jewish, Muslim, Christian**Why does religion look different around the world? 2**Hindu, Sikh, Buddhist, Jain**Why is it better to be there in person?**Muslim, Jewish, Christian, Humanist**Why is there suffering? 1**Jewish, Christian, Zoroastrianism**Why is there suffering? 2**Shinto, Buddhist, Sikh Humanist**What place does religion have in our world today?**Interfaith |
| ***PSHE Being Me*** 1. To know how to help others to feel welcome
2. To try to make our school community a better place
3. To think about everyone’s right to learn
4. To care about other people’s feelings
5. To know how to work well with others
6. To choose to follow the Learning Charter

**Key knowledge*** I can face new challenges positively and know how to set personal goals
* I understand my rights and responsibilities as a citizen of my country
* I understand my rights and responsibilities as a citizen of my country and as a
* member of my school
* I can make choices about my own behaviour because I understand how rewards and consequences feel
* I understand how an individual’s behaviour can impact on a group
* I understand how democracy and having a voice benefits the school community and know how to participate in this
 | ***PSHE Being Me*** To know how to help others to feel welcome To try to make our school community a better place To think about everyone’s right to learn To care about other people’s feelings To know how to work well with others To choose to follow the Learning Charter **Key Knowledge** * I can identify my goals for this year, understand my fears and worries about the future and know how to express them
* I know that there are universal rights for all children but for many c these rights are not met
* I understand that my actions affect other people locally and globally
* I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities
* I understand how an individual’s behaviour can impact on a group
* I understand how democracy and having a voice benefits the school community
* I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself
 |
| **British Values** |  |  |
| **Democracy.** | **Ongoing** **Autumn*** School council – discussing voting- making sure it is fair, everyone has a voice.
* Eco council.
* The Importance of School, Education and what we learn assembly.
* Jigsaw PSHE- Being Me in My World
* Jigsaw PSHE- Celebrating Difference

**Spring*** Jigsaw PSHE- Dreams and Goals.
* Jigsaw PSHE- Healthy Me.

**Summer*** Jigsaw PSHE- Relationships

**History – Concept of power and rule** **Anglo-Saxons-** To know why the Anglo-saxons came to BritainMayans-To develop an understanding of the daily life of the Ancient Mayans (children learn about the hierarchy in society) | **Autumn** * School council – discussing voting- making sure it is fair, everyone has a voice.
* Eco council.
* Elections held for Head Boy and Girl.
* The Importance of School, Education and what we learn assembly.
* **Jigsaw PSHE-** Being Me in My World
* Jigsaw PSHE- Celebrating Difference

**Spring**Jigsaw PSHE- Dreams and Goals.**Summer**• Jigsaw PSHE- Relationships.**History – Concept of power and rule** * Crime and punishment topic discusses democracy through history and today
 |
| **The rule of law.** | **Autumn*** Classroom rules, regulations and token rewards.
* Rule of Law – start and stop behaviours.
* Pupils are taught the value and the reasons behind laws that govern and protect us, the responsibilities that this involves and the consequences when laws are broken.
* Jigsaw PSHE- Being Me in My World.
* Seatbelt safety/laws.
* Electrical safety/rules.
* Book The Viewer-Personal safety rules.
* Bonfire night- firework safety rules/laws.
* Water/river safety rules.
* Jigsaw PSHE- Celebrating Difference

**Spring 1*** Jigsaw PSHE- Dreams and Goals.
* Sun safety rules.

**Spring 2*** Jigsaw PSHE- Healthy Me.
* Food hygiene rules/laws.
* Road safety rules/laws.

**Summer 1*** Online safety rules.
* Relationship and Sex education – laws.
* Jigsaw PSHE- Relationships.
* Road Safety quiz
* Home safety/rules.

**History – Concept of power and rule** **Anglo-saxons-**To know what village life was like in the Anglo-Saxon period (tribes, leaders, homes)To know what village life was like in the Anglo Saxon period (tools, clothing, jobs)To know why Anglo-Saxons came to Britain. To know why the Vikings raided Britain (raiding of monasteries) | **Autumn*** Classroom rules, regulations and token rewards.
* Rule of Law – start and stop behaviours.
* Pupils are taught the value and the reasons behind laws that govern and protect us, the responsibilities that this involves and the consequences when laws are broken.
* Jigsaw PSHE- Being Me in My World
* Bonfire night- firework safety rules/laws.
* Food technology- food prep, hygiene, knife safety.
* Jigsaw PSHE- Celebrating Difference

**Spring*** Road Safety – laws.
* Jigsaw PSHE- Healthy Me.

**Summer*** Online safety rules.
* Gang and knife crime prevention PCSO – laws.
* Galleries of Justice- crime and punishment- court hearings.
* PCSO visit - Gang and knife crime prevention.
* Relationship and Sex education – laws.
* Light and electricity safety in science.
* Jigsaw PSHE- Relationships
* Bike ability- riding safely on the road – laws of the road.

**History – Concept of power and rule** Crime and punishment topic discusses law and creating the police force through history and todayWW2 topic discuss how Hitler came into power despite his beliefs. Discuss how in our country currently British values are in place to avoid/stop things like this happening in the future  |
| **Individual liberty.** | **Ongoing** * Pupils are actively encouraged to make independent choices, with the knowledge that they are in a safe, secure and supportive environment.
* School has a robust anti-bullying culture and has in place a comprehensive Behaviour for Learning Policy and passports linked to this.
* Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised on how to exercise these safely, for example through e-safety.
* Oracy = giving pupils the skills and confidence to speak up and believe in themselves enhancing their sense of happiness and well-being.

**Autumn*** Black History Month – October key figures campaigning for freedom and workshops
* Jigsaw PSHE- Being Me in My World.
* Book The Viewer-Personal safety.
* Remembrance Day Service.
* Jigsaw PSHE- Celebrating Difference

**Spring*** Support others by participating in charitable events - Children in Need and Comic relief.
* World Book Day – dressing up self-expression.
* Jigsaw PSHE- Dreams and Goals.
* Jigsaw PSHE- Healthy Me

**Summer** * Jigsaw PSHE- Relationships
* Jigsaw PSHE- Changing Me.
 | **Ongoing*** Pupils are actively encouraged to make independent choices, with the knowledge that they are in a safe, secure and supportive environment.
* School has a robust anti-bullying culture and has in place a comprehensive Behaviour for Learning Policy and passports linked to this.
* Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised on how to exercise these safely, for example through e-safety.
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* Jigsaw PSHE- Dreams and Goals
* Jigsaw PSHE- Healthy Me

**Summer** * Jigsaw PSHE- Relationships
* Jigsaw PSHE- Changing Me.

**RE – different beliefs**Throughout the curriculum pupils learn about a variety of different religions in different concepts and engage in meaningful discussion about why people are rleigious and non-religious  |
| **Mutual respect.** | **Ongoing** Oracy- embraced throughout the curriculum by providing the opportunity for students to express their views in a safe environment and listening to others opinions.Behaviours for learning:These habits are:1. linked to character (Being);
2. how we relate to others (Relating);
3. about how we act, the skills needed to complete tasks (Doing);
4. about how we think related to our learning (Thinking)

**Autumn**Anti-bullying week.Slavery – history.Jigsaw PSHE- Celebrating Difference**Spring** Jigsaw PSHE- Dreams and Goals. Jigsaw PSHE- Healthy Me **Summer**Jigsaw PSHE- Relationships Jigsaw PSHE- Changing Me.**RE – different beliefs**Throughout the curriculum pupils learn about a variety of different religions in different concepts and engage in meaningful discussion**History – Concept of religion** **Vikings-** learning about how religion was linked to battles | **Ongoing**Oracy- embraced throughout the curriculum by providing the opportunity for students to express their views in a safe environment and listening to others opinions.Behaviours for learning:These habits are:1. linked to character (Being);
2. how we relate to others (Relating);
3. about how we act, the skills needed to complete tasks (Doing);
4. about how we think related to our learning (Thinking)

**Autumn** Anti-bullying week.Jigsaw PSHE- Celebrating Difference**Spring**Jigsaw PSHE- Dreams and Goals.Jigsaw PSHE- Healthy Me **Summer**Jigsaw PSHE- Relationships Jigsaw PSHE- Changing Me.**RE – different beliefs**Throughout the curriculum pupils learn about a variety of different religions in different concepts and engage in meaningful discussion**History – Concept of religion** WW2 – Leaning about the holocaust and how it affected Europe and Jewish people and teaching links to why British values are important today GeographyGlobal trade – discussing developing countries and learning to talk about this in respectful ways Science Evolution – links to RE and the how some religious beliefs are not in line with the theory of evolution |
| **Tolerance of those of different faiths and beliefs.** | **Ongoing** PE curriculum promotes fair play and team spirit.**Autumn*** Black History assembly
* Harvest Festival- food banks
* World Mental Health day.
* Ongoing LEAD values –
* LEAD
* EMPOWER
* ACHIEVE
* DRIVE
* Jigsaw PSHE- Being Me in My World
* Thanksgiving assembly.
* St. Andrews Day Assembly.
* Advent assembly
* Christmas around the world assembly.
* Christmas crafts.
* Christmas carol concert
* Divali assembly.
* Christmas dinner.
* Jigsaw PSHE- Celebrating Difference.

**Spring*** Chinese New Year Assembly.
* Shrove Tuesday assembly.
* Lent assembly.
* St Patrick’s Day.
* Easter assembly and RE activities.
* Jigsaw PSHE- Dreams and Goals.
* Jigsaw PSHE- Healthy Me

**Summer** * RSE – LGBT
* Eid assembly/Eid fasting.
* Jigsaw PSHE- Relationships
* Jigsaw PSHE- Changing Me.

**RE – different beliefs**Throughout the curriculum pupils learn about a variety of different religions in different concepts and engage in meaningful discussion**History – Concept of religion** Vikings and Maya civilisation- children learn about how religion was at the heart of all decisions and how religions are similar/different today. | **Autumn 1*** Black History assembly
* Harvest Festival- food banks
* World Mental Health day.
* Ongoing PE curriculum promotes fair play and team spirit.
* Ongoing LEAD values –
* LEAD
* EMPOWER
* ACHIEVE
* DRIVE
* Jigsaw PSHE- Being Me in My World
* Thanksgiving assembly.
* St. Andrews Day Assembly.
* Advent assembly
* Christmas around the world assembly.
* Christmas crafts.
* Christmas carol concert
* Divali assembly.
* Christmas dinner.
* Jigsaw PSHE- Celebrating Difference

.**Spring** * Chinese New Year Assembly.
* Shrove Tuesday assembly.
* Lent assembly.
* St Patrick’s Day.
* Easter assembly and RE activities.
* RE – Buddhism.
* Jigsaw PSHE- Dreams and Goals.
* RE – Buddhism.
* Jigsaw PSHE- Healthy Me

**Summer*** LEAD athletics day – tolerance and understanding of children in other schools.
* RSE – LGBT
* Eid assembly/Eid fasting.
* Jigsaw PSHE- Relationships
* Transitional visits to secondary school.
* Jigsaw PSHE- Changing Me

**RE – different beliefs**Throughout the curriculum pupils learn about a variety of different religions in different concepts and engage in meaningful discussion**History – Concept of religion** WW2 – Leaning about the holocaust and how it affected Europe and Jewish people and teaching links to why British values are important today  |
| **Child on child(Including Bullying)** | November – Anti-bullying Week activities and assembly**Votes for Schools** – covers SMSC, Prevent, British Values and UN sustainable development goals – covers Black history month, anti-bullying week, disabilities, neurodiversity, Pride and Gypsy/Roma/Traveller History Month. (Weekly Oracy assembly)**PSHE Relationships**1. To know how to make friends
2. Try to solve friendship problems when they occur
3. Help others to feel part of a group
4. Show respect in how they treat others
5. Know how to help themselves and others when they feel upset or hurt
6. Know and show what makes a good relationship

**Key Knowledge** * I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities
* I know how to keep building my own self-esteem I understand that belonging to an online community can have positive and negative consequences
* I can recognise when an online community feels unsafe or uncomfortable
* I understand there are rights and responsibilities in an online community or social network
* I know there are rights and responsibilities when playing a game online themselves and others when they feel upset or hurt
* I can recognise when I am spending too much time using devices (screen time)
* I can identify things I can do to reduce screen time, so my health isn’t affected
* I can explain how to stay safe when using technology to communicate with my friends
* I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others

**PSHE Celebrating difference** 1. Accept that everyone is different
2. Include others when working and playing
3. Know how to help if someone is being bullied
4. Try to solve problems
5. Try to use kind words
6. Know how to give and receive compliments

**Key Knowledge** * I understand that cultural differences sometimes cause conflict
* I understand what racism is I am aware of my attitude towards people from different races
* I understand how rumour-spreading and name-calling can be bullying behaviours
* I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I’m part of one
* I can explain the difference between direct and indirect types of bullying
* I can compare my life with people in the developing world
* I can understand a different culture from my own

  **English Texts**Beowulf and Grendal- tackles themes of bullying. | November – Anti-bullying Week activities and assembly**Votes for Schools** – covers SMSC, Prevent, British Values and UN sustainable development goals – covers Black history month, anti-bullying week, disabilities, neurodiversity, Pride and Gypsy/Roma/Traveller History Month. (Weekly Oracy assembly)**PSHE DARE – Drug, alcohol and resilience training****Key Topics:** • Illegal and legal drugs including alcohol, tobacco, solvents, prescription drugs.• Hate crime covering difference, prejudice and respect• Knife crime includes the law, safety and risks and consequences**Overarching themes*** Responsibility
* Stress
* Confident communication
* Resistance strategies
* Pressure and peer pressure
* Becoming a good citizen
* Where to get help

**Workshops on healthy relationships** – The GREAT Project:**Session Four** (Respecting Each Other) – Looks at gender inequalities and promoting gender respect**English Texts**Boy in the Tower – Michael is unkind to Ade in school Holes **PSHE Relationships**1. To know how to make friends
2. Try to solve friendship problems when they occur
3. Help others to feel part of a group
4. Show respect in how they treat others
5. Know how to help themselves and others when they feel upset or hurt
6. Know and show what makes a good relationship

**Key Knowledge** * I know that it is important to take care of my mental health
* I understand that people can get problems with their mental health and that it is nothing to be ashamed of
* I know how to take care of my mental health
* I understand that there are different stages of grief and that there are different types of loss that cause people to grieve
* I can recognise when people are trying to gain power or control
* I can judge whether something online is safe and helpful for me
* I can resist pressure to do something online that might hurt myself or others
* I can use technology positively and safely to communicate with my friends and family.

**PSHE Celebrating difference** 1. Accept that everyone is different
2. Include others when working and playing
3. Know how to help if someone is being bullied
4. Try to solve problems
5. Try to use kind words
6. Know how to give and receive compliments

**Key Knowledge** * I understand there are different perceptions about what normal means
* I understand how being different could affect someone’s life
* I can explain some of the ways in which one person or a group can have power over another
* I know how it can feel to be excluded or treated badly by being different in some way
* I know some of the reasons why people use bullying behaviours
* I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I’m part of one
* I can give examples of people with disabilities who lead amazing lives
* I can explain ways in which difference can be a source of conflict and a cause for celebration
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