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| **Topics covered in lessons/assembly programme** | | | |
|  | **Y1** | | **Y2** |
| **Types of Abuse – Including rights of the child.** | **NSPCC Speak out. Stay safe assembly**:  Children’s Rights  The rights of every child to:  • Speak out and be heard  • Be safe  • Get help when they need it  Case study used to introduce the different forms of abuse:   * Not looked after properly * Privates are private * Hurting children’s feelings * Hitting * Hurting online * Bullying | | **NSPCC Speak out. Stay safe assembly:**  Children’s Rights  The rights of every child to:  • Speak out and be heard  • Be safe  • Get help when they need it  Case study used to introduce the different forms of abuse:   * Not looked after properly * Privates are private * Hurting children’s feelings * Hitting * Hurting online * Bullying   **English Texts**  **Autumn 2** – Hansel and Gretal – Children are neglected and enter a dangerous situation  **Summer 1** – The Name Jar – Child is bullied by other children at her new school because of her name |
| **NSPCC – Pants Power 5-7 years**  Third in the series of six lessons developed by the NSPCC on the importance of the Tell PANTS rules. | | |
| **Mental Health and Well-being** | **Assemblies (in the classroom)**  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   **Science - Animals including Humans**   * Know the name of parts of the human body that can be seen and link them to their senses * Name parts of the body that cannot be seen.   **PSHE**   * To know it is good to be unique * To know how to look after myself * To know how to achieve my dreams and goals in my own way * To know how to stay healthy both mentally and physically. * To know how to have good relationships. * To know how to deal with change.   **PE**  Fundamentals, invasion, dance, striking and fielding, outdoor and adventurous, net/wall games – health and lifestyle questions.  To know how to describe how your body feels before, during and after exercise.  **DT**   * Know what healthy fruits are. * Know how to create a healthy snack   Wellbeing  To know making a mistake is ok  To know how to deal with feelings  To know how to understand and help others  To know how to share with others  To know how to help | | **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 2 residential trip to Wollaton Hall** – structured outdoor activities (nature art, den building, scavenger hunt) that support health and well-being  **English Texts**  **Spring 2** – Mama Panya’s Pancakes – children learn about healthy food and how to make healthy pancakes  **Summer 1** – Nat Fantastic – children learn about how to look after yourself to be the best version of yourself  **Science - Animals including Humans**   * Know the basic stages in a life cycle for animals including humans (for example chicken) * Know that animals grow and reproduce * Know what animals need to survive (water, food and air) and explain why they need these things. * Know why exercise, a balanced diet and good hygiene are important for humans. * Challenge: Explain that animals reproduce in different ways.   **Wellbeing Lessons** (Half termly lessons)   * Colour expression * Compliments * Generosity * Nature walk   **DT - Cooking and nutrition**  Summer 1 – children design and make their own healthy sandwich  **PE**   * Autumn 1 – Hockey * Autumn 2 - Invasion Games * Spring 1 - Gymnastics * Spring 2 – Invasion * Summer 1 – Athletics * Summer 2 - Rounders   **PSHE**   * Autumn 1 – Being Me * Autumn 2 – Celebrating Difference * Spring 1 – Dreams and Goals * Spring 2 – Healthy Me * Summer 1 – Relationships * Summer 2 – Changing Me |
| **Online Safety** | NSPCC Speak out. Stay safe assembly:  Children’s Rights: Online abuse  **Computing**   * How to login safety * The importance of logging out * How to save online resources safety * To know who to ask for help * To know the importance of not giving out a password * To know the importance of staying SMART online * E-safety rules * E-safety day * Introduce the concept of having ownership over learning/ work * To understand how to search for pictures safety online * To know how to stay safe on different types of technology in and out of school. | | **Computing - Purple Mash**  **Autumn 1**  Create E-Safety page in floor book and reference each computing lesson  **Autumn 2**  Online Safety – children learn about how to stay safe online and how to communicate safely via email  **Spring 1**  Effective searching – children learn about how to search safely on the Internet  **Key Learning:**  To know how to refine searches using the Search tool.  • To use digital technology to share work on Purple Mash to communicate and connect with others locally.  • To have some knowledge and understanding about sharing more globally on the Internet.  • To introduce Email as a communication tool using 2Respond simulations.  • To understand how we should talk to others in an online situation.  • To open and send simple online communications in the form of email.  • To understand that information put online leaves a digital footprint or trail.  • To identify the steps that can be taken to keep personal data and hardware secure. |
| **CSE/Risk of Exploitation** | **NSPCC – Pants Power 5-7 years**  Third in the series of six lessons developed by the NSPCC on the importance of the Tell PANTS rules.  **Science - Animals including Humans**   * Know the name of parts of the human body that can be seen and link them to their senses * Challenge - Name parts of the body that cannot be seen.   **PSHE**   * To know the difference between girls and boys bodies. | | **Computing**  Online exploitation aspect – covered in Online Safety Purple Mash unit  **PSHE**  **Summer 1** – Relationships – children learn about appropriate relationships between adults and children  **Summer 2** – Changing Me – children learn the name of private body parts and the definition of private. Children are taught what to do if they feel someone is exploiting their body parts. |
| **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)  **PSHE**   * To know how to make friends * To solve friendship problems * Show respect in how to treat others * To know what a healthy physical boundary is * To identify who is special to me * To know how to help myself and others   **English**   * Amazing me celebrating difference and relationships * What a good friend/family looks like   All the following books help children to understand what a healthy relationship is:   * Elmer * Our Class is a family * ABC you and me * We are all different * Respect * Different * Courage * The way back home * Lost and Found | | **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  **English Texts**  **Autumn 2 – The Tunnel –** Explores the relationship between an older brother and younger sister  **PSHE**  **Summer 1 - 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 Learning**   * I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate * I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not * I can identify some of the things that cause conflict with my friends * I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret * I recognise and appreciate people who can help me in my family, my school and my community * I can express my appreciation for the people in my special relationships |
|  | * 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 Speak out. Stay safe assembly:**   * Privates are private | | **NSPCC Speak out. Stay safe assembly:**   * Privates are private |
| **NSPCC – Pants Power 5-7 years**  Third in the series of six lessons developed by the NSPCC on the importance of the Tell PANTS rules. | | |
| **PSHE**   * To know the difference between girls and boys bodies. * To know how our bodies change over time * To know who to ask for help if they are worried * To know the names of the female and male private parts.   **Science - Animals including Humans**   * Know the name of parts of the human body that can be seen and link them to their senses * Challenge - Name parts of the body that cannot be seen. | | **PSHE**  **Summer 2 - Changing Me**   1. Understand that everyone is unique and special. 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 can recognise cycles of life in  I can tell you about the natural process of growing from young to old and understand that this is not in my control * I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old * I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private * I understand there are different types of touch and can tell you which ones I like and don’t like |
| **Substance Misuse** | **DT / Art**   * Using glue safely * Using paint safely | | **DT**  **Spring 2 - Use of Tools:** Using glue (PVA and Pritt Stick) safely |
| **Gang Activity**  **Youth Violence**  **Knife crime** | **DT / Art**   * To use scissors safety * To know how to use a knife safety (adult supported)   **PSHE**   * To know how to make friends * To solve friendship problems * Show respect in how to treat others * To know what a healthy physical boundary is * To identify who is special to me * To know how to help myself and others   **PE**   * To know how to use and carry equipment safely | | **DT**  **Spring 2** – children are taught how to safely use safety-saws to cut dowel when making their moving carts  **Summer 1** – children are taught how to safely use a butter knife and a sharp vegetable knife when making their sandwiches  **Summer 2** – children are taught how to use a needle safely when sewing |
| **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  **Personal development - 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   **Positive self-identify:**   * Mental Health * Wellbeing sessions   **Black History Month**  Enslaved people in America  • What does enslaved mean? Where were these people taken from?  • What ‘jobs’ did they have to do? What was it like?  • Did everyone agree? Differences between the North and South. Do they think it is fair to enslave people?  **PSHE**   * To know how to make friends * To solve friendship problems * Show respect in how to treat others * To know what a healthy physical boundary is * To identify who is special to me * To know how to help myself and others * To know what is special about me * To know how it feels to be proud * To understand my rights and responsibilities * To how to be a responsible member of a group * To know what to do in cases of bullying * To know who to talk to if I am worried * How to work towards a goal and be successful * To know what an obstacle is and how to overcome it   **RE**  In Year 1 we cover Judaism, Christianity and Islam as well as referring to children’s own religions and experiences.  We discuss what others believe, what we believe and how to be accepting and respectful of others.  **History**   * I know my personal history * To know where I come from * To understand about family structure * To understand how things have changed over time   **Geography**   * To know where I belong * Local study of St Anns * Study of the Isle of Coll | | **Assemblies**  **Monday – in class - 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 – in class - 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   **History**  **Summer 1 and Summer 2 - WW1**   * Know why WW1 happened. * Know what it would have been like to live in the trenches. * Know what Walter Tull’s childhood was like. Tull is widely considered the first African-Caribbean mixed heritage man to be commissioned as an infantry officer in the British Army.   **Black History Month**  Wanting Equality – Martin Luther King (links to enslavement in America Y1)  • What was life like for black people living in America?  • Who wanted change and why?  • How did they try to achieve change? |
| **PSHE**  **Autumn 1 - 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 7. To discuss hopes and fears for the year.   **Key Knowledge**   * I can identify some of my hopes and fears for this year * I understand the rights and responsibilities for being a member of my class and school * I understand the rights and responsibilities for being a member of my class * I can listen to other people and contribute my own ideas about rewards and consequences * I understand how following the Learning Charter will help me and others learn * I can recognise the choices I make and understand the consequences * I am choosing to follow the Learning Charter   **RE**  **Autumn 1**  Theme: What did Jesus teach?  Key Question: Is it possible to be kind to everyone all of the time?  Religion: Christianity  **Autumn 2**  Theme: Christmas - Jesus as gift from God  Key Question: Why do Christians believe God gave Jesus to the world?  Religion: Christianity  **Spring 1**  Theme: Connections to God  Key Question: How do we know some people have a special connection to God?  Religions: Christianity, Sikhism, Hinduism, Islam  **Spring 2**  Theme: Prophets  Key Question: What is a prophet?  Religions: Christianity, Judaism, Islam  **Summer 1**  Theme: Communicating with God  Key Question: Christianity, Sikhism, Hinduism, Islam  Religion:  **Summer 2**  Theme: Religious places  Key Question: Where do some people talk to God?  Religions: Christianity, Sikhism, Hinduism, Islam |
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| **British Values** | |  |  |
| **1. Democracy** | | **Personal Development**   * School council – discuss voting – making sure it is fair and everyone has a voice. * To know the importance of school, education and what we learn – assembly. * Votes for school’s assemblies * To know how everyone’s voice matters * Vote for their own rewards in the reward tower * Opportunities to vote for whole school events * Opportunities to share their thoughts through the opinion box. * To vote and choose who will take part in what activities during sports day and other sporting activities throughout the year.   **PSHE**   * Show respect in how to treat others * To know what a healthy physical boundary is * To identify who is special to me * To know how to help myself and others * To know what is special about me * To know how it feels to be proud * To understand my rights and responsibilities * To how to be a responsible member of a group | **Events**  • School council – discussing voting and democracy - making sure it is fair, everyone has a voice  **Assemblies**  •School Council / Democracy / Recruitment Agency assembly - autumn 1  • Guy Fawkes and Houses of Parliament assembly – autumn 2  •Citizenship assembly – autumn 2  •Citizenship (Listening Campaign) assembly – Spring 1  **PSHE/Citizenship**  **Spring 1** – Children learn about collaboration and work together to start a campaign  **History**  **Autumn 1** – Black History – Children learn whether they think Martin Luther King experienced a fair democracy?  **Autumn 2** – Castles – Children learn about King John and how his ruling was not a democracy and why this upset the British people.  **Summer 1 and Summer 2** – WW1 – Was fighting in WW1 an example of democracy or not? Children learn about propaganda and that soldiers were persuaded to sign up to flight for their country. |
| **2. The rule of law.** | | **NSPCC – Pants Power 5-7 years**  Third in the series of six lessons developed by the NSPCC on the importance of the Tell PANTS rules.  **Personal Development**   * To understand our school values and how to follow them. * To understand what our token tower is and how to gain rewards. * To understand what happens if we make the wrong choice. * To understand what our class talking charters and how to follow them. * Bonfire night/firefighters visit – why is it important to follow the fire safety rules.   **PSHE**   * Show respect in how to treat others * To know what a healthy physical boundary is * To understand my rights and responsibilities * To how to be a responsible member of a group * To know how to follow our Jigsaw charter * To recognise the choices I make and understand the consequences.   **History**   * To know why we have laws and rules. * To understand what happens if we don’t follow the rules and laws. * To know what happened in the past when we didn’t have certain rules/laws in place (linking to black history) * The fire of London – opportunities to talk to fire fighters about keeping safe around fire.   **Computing**   * To know the importance of following instructions to keep safe online.   **PE**   * To know the importance of following instructions to stay safe. * To know the importance of following the rules of a game. | **Events**  Establish classroom rules (start and stop behaviours), play ground rules and token towers  **Assemblies**  •Bonfire night and firework safety rules/laws assembly – autumn 2  •Anti bullying assembly – autumn 2  •Online Safety assembly – autumn 2  •Rule of Law assembly – autumn 2  • Safer Internet Day assembly – spring 1  **English Texts**  **Summer 1 – 10 Rules to Being a Superhero –** Explores rule making  **PSHE**  Jigsaw charter used at the start of every session  **Autumn 1 –** Being Me – Children learn about rights and responsibilities and rewards and consequences within the school and community  **Summer 2** – Changing Me – Children learn the rules around private body parts  **PE**  Children are taught the rules around playing games and sports fairly and taking turns  **History**  **Autumn 1** – Black History - Children learn about why a Rule of Law is necessary in modern day society  **Summer 1 and Summer 2** – Children learn about how the laws were different during 1914 to how they are now  **Computing**  **Autumn 1** – Children learn E-safety rules which help to keep them safe online  **DT**  **Spring 2** – Children learn why we must have rules when handling and using the safety-saws  **Summer 1** – Children learn why we must have rules when handling and using knives  **Summer 2** – Children learn why we must have rules when handling and using needles |
| **3. Individual liberty.** | | Third in the series of six lessons developed by the NSPCC on the importance of the Tell PANTS rules.  **RE**   * Opportunities to discuss their own beliefs and be respectful to others. * Opportunities to discuss that everyone has their own beliefs and that is ok, that is what makes us unique. * To know they have a right to take part in the nativity and Christmas activities or not. * To know they have a right to take part in the Eid celebrations or not.   **Geography**   * To know I have the choice of where to live. * To discuss who I live with and I have the choice who to live with when I am older.   **DT**   * To know I can choose the equipment and materials I need for my product. * To understand I can choose which technique to use when creating a final product. * To know I can choose which mechanism to use in my moving picture.   **Art**   * To know I can choose what features to include in my work. * To know I can choose what techniques to use when creating my sculpture. * To know I have the right to choose what animals to paint and which animals to print and what colours they will be. * To know I can choose what drawing techniques to use.   **PSHE**   * To know I have the right to choose if I want to be healthy or not. * To know I can choose who I want to be my friend/who I want to play with. * To know I feel safe and special in my class. * To understand my right and responsibilities. * To recognises the choices, I make and understand the consequences.   **Science**   * To choose what to put in my sensory garden * To choose what to grow. * To chose what to cook with the things that I have grown.   **English**   * To choose what to include in my story * To choose what resources I want to help me   **History**   * To know that we didn’t always have the choice and to understand why we have a choice now.   **Personal Development**   * Children are actively encouraged to make independently choices, with the knowledge that they are in a safe, secure and supportive environment. * To know how to prevent bullying and follow the Behaviour for Learning Policy. * Children are regularly 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. | • 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.  Achievement assemblies every other Thursday  **Events**  Children in Need  Comic Relief  Remembrance Day  World Book Day  **Assemblies**  Protected Characteristics assembly – Autumn 1  World Mental Health Day assembly – Autumn 1  School Council / Democracy assembly – Autumn 1  Anti-bullying assembly – Autumn 2  Citizenship assembly – Autumn 2  Protected Characteristics assembly – Spring 1  Discrimination and Diversity assembly – Spring 1  World Book Day assembly – Spring 2  **English Texts**  **Spring 1 – The Penguin Who Wanted to Find Out –** Explores the relationship with a penguin and his father and him growing up from an egg to an adult and Otto having to find his way in the world  **Spring 2 – Mama Panya’s Pancakes** – A story about how the importance of sharing, even if there is little to give  **Spring 2 –Bringing the Rain to Kapiti** – A story about how one person can make a difference to an entire village  **History**  **Autumn 1 -** Black History Month – Children learn about Martin Luther King and how he stood up for what he believed in  **Summer 1** – WW1 – Children learn about Walter Tull and the inspiration he was during WW1  **PSHE**  **Autumn 2** – Celebrating Difference – Children learn that it is okay to be themselves  **Spring 1** – Dreams and Goals – Children understand that as individuals, they can make a positive difference in the world  **Spring 2** – Healthy Me – Children learn how to take care of their physical and mental health and wellbeing |
| **4. Mutual respect** | | **NSPCC – Pants Power 5-7 years**  Third in the series of six lessons developed by the NSPCC on the importance of the Tell PANTS rules.  **Personal Development**   * Oracy- embedding throughout the curriculum by providing the opportunity for students to express their views in a safe environment and listening to others opinions. * Demonstrating ongoing - Behaviours for learning. * Opportunities to take part in various celebration days: Remembrance Day, Children in Need, Anti-bullying week, Comic relief, Eid celebrations, Christmas celebrations.   **PSHE**   * To know how to make friends * To solve friendship problems * Show respect in how to treat others * To know what a healthy physical boundary is * To identify who is special to me * To know how to help myself and others * To know what is special about me * To know how it feels to be proud * To understand my rights and responsibilities * To how to be a responsible member of a group * To know what to do in cases of bullying * To know who to talk to if I am worried * How to work towards a goal and be successful * To know what an obstacle is and how to overcome it   **English**  **Elmer –** the importance of respecting each other even if we are different.  **History**   * To know we have to respect each others family and background – linking to black history * To know why people of different races got/get treated differently – to know that everyone should be treated equally.   **RE**   * To understand we have to be respectful to each other. * To gain an understanding of our own beliefs and others. * To understand that everyone beliefs something different and that is ok * To understand that there are different religions and traditions. | •Oracy- embraced throughout the curriculum by providing the opportunity for students to express their views in a safe environment and listening to others opinions.  •Ongoing - 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)   •Ongoing LEAD values   * LEAD * EMPOWER * ACHIEVE * DRIVE   **Events**  • Remembrance Day  •Children in Need  •Anti-bullying week.  • Comic Relief  **Assemblies**  Inclusion and diversity assembly – Autumn 2  Mutual Respect assembly – Spring 2  Equality assembly – Spring 2  **English Texts**  **Spring 2** - Mama Panya’s Pancakes – Children learn about life in a different culture (Kenya)  Bringing the Rain to Kapiti – Children learn the difficulties of the lack of rain in a small Kenyan village  **Summer 1** – The Name Jar – Story about a child who stays true to herself, despite standing out from her classmates at a new school  **History**  **Autumn 1 -** Black History Month –Martin Luther King  **Summer 1** – WW1 –Walter Tull  **PSHE**  **Autumn 2** – Celebrating Difference – Children learn to respect everyone  **Summer 1** – Relationships – Children learn about what healthy relationships are  **RE**  Children are taught to respect that others may have different beliefs to their own |
| **5. Tolerance of those of different faiths and beliefs** | | **Assemblies**  **Monday alternating Values and safeguarding assemblies (in the classroom):**  **•** School Values: thinking, collaborating, communicating, listening  • School council leading school values assembly  • British Values  • Protected characteristics  • Citizenship  • Mental Health  **Personal development - 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   **RE**   * To respect each other religions, traditions and celebrations. * To understand that other peoples religions, traditions and beliefs are just as important as our own. * To understand why we should care for everyone and their beliefs * To understand why we should stand up for what we believe in.   **English**   * **Elmer, Lost and Found, Tiger who came to Tea, Jim and the Beanstalk -** To understand that we need to be helpful and kind to each other no matter what they belief.   **History**   * To know we have to respect each others family and background – linking to black history * To know why people of different races got/get treated differently – to know that everyone should be treated equally.   **PSHE**   * Show respect in how to treat others * To know what a healthy physical boundary is * To understand my rights and responsibilities * To how to be a responsible member of a group * To know what to do in cases of bullying * How to work towards a goal and be successful * To know what an obstacle is and how to overcome it * To understand and celebrate our differences. | **•** Ongoing LEAD values:   * LEAD * EMPOWER * ACHIEVE * DRIVE   **Events and assemblies**  **Autumn 1**  • Black History assembly  • Harvest Festival performance – donations to food banks  • World Mental Health day.  • Ongoing PE curriculum promotes fair play and team spirit.  **Autumn 2**  • KS1 Nativity.  • Advent assembly  • Christmas around the world assembly  • Christmas crafts  • Christmas carol concert  • Divali assembly.  • Christmas dinner.  • Inclusion and diversity assembly – Autumn 2  **Spring 1**  • Chinese New Year Assembly.  • Shrove Tuesday assembly.  • Lent assembly  • Easter assembly and RE activities.  **Spring 2**  • Holi Colour Run  •Equality assembly – Spring 2  **Summer 1**  • Eid assembly  •Diversity - everyone is special  •Mutual Respect assembly – Spring 2  **English Texts**  **Summer 1** – The Name Jar – Story about a child who stays true to herself, despite standing out from her classmates at a new school  **History**  **Autumn 1 -** Black History Month –Martin Luther King – stood up for the rights of black people  **Summer 1** – WW1 –Walter Tull – first black officer to fight in WW1  **PSHE**  **Autumn 2** – Celebrating Difference – Children learn to tolerate everyone, including those with different beliefs to them  **RE**  Children are taught to tolerate everyone, including those with different beliefs to them  **PE**  Ongoing PE curriculum promotes fair play and team spirit. |
| **Child on child Abuse (Including Bullying)** | | **NSPCC Speak out. Stay safe assembly:**  Children’s Rights: Bullying  November – Anti-bullying Week activities and assembly  **PE**  Fundamentals, invasion, dance, striking and fielding, outdoor and adventurous, net/wall games – health and lifestyle questions  **PSHE**   * To know how to make friends * To solve friendship problems * Show respect in how to treat others * To know what a healthy physical boundary is * To identify who is special to me * To know how to help myself and others * To know what is special about me * To know how it feels to be proud * To understand my rights and responsibilities * To how to be a responsible member of a group * To know what to do in cases of bullying * To know who to talk to if I am worried * How to work towards a goal and be successful * To know what an obstacle is and how to overcome it   **Science - Animals including Humans**   * Know the name of parts of the human body that can be seen and link them to their senses * Name parts of the body that cannot be seen.   **English**   * Amazing me celebrating difference and relationships * What a good friend/family looks like   All the following books help children to understand what a healthy relationship is:   * Elmer * Our Class is a family * ABC you and me * We are all different * Respect * Different * Courage * The way back home * Lost and Found | NSPCC Speak out. Stay safe assembly:  Children’s Rights: Bullying  Anti-bullying Week activities and assembly  **Computing**  **Autumn 1** – Online Safety – Children learn how to stay safe online  **Autumn 2** – Effective searching – Children learn how to search safely online  **PSHE**  **Autumn 2 - 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  -I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.  -I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.  -I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)  -I understand that bullying is sometimes about difference I can recognise what is right and wrong and know how to look after myself  -I understand that it is OK to be different from other people and to be friends with them  -I can tell you some ways I am different from my friends  **PSHE**  **Summer 1 - Relationships**   1. To know how to make friends 2. Try to solve friendship   problems when they occur   1. Help others to feel part of a group 2. Show respect in how they treat others 3. Know how to help themselves and others when they feel upset or hurt 4. Know and show what makes a good relationship   -I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate  -I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not  -I can identify some of the things that cause conflict with my friends  -I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret  -I recognise and appreciate people who can help me in my family, my school and my community  -I can express my appreciation for the people in my special relationships |
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