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| **Topics covered in lessons/assembly programme** |
|  | **Y3** | **Y4** |
| **Types of Abuse – Including rights of the child.** | **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

PSHE * To develop an understanding of rights and responsibilities of a child
* To develop an understanding of my rights and the rights of others to learn
* To develop an understanding of the ways to respond to someone who is being bullied.
* To develop an understanding of the right steps to take in helping someone who is being bullied.
* To know that the words I choose to use have an impact and that some words can be hurtful

English Text * Jumanji – Children left alone
* The Stolen Spear – emotional abuse from dad (dad thinks he is weak and prefers his brother) kidnapping of Wolf by another family
 | **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

PSHE**Key learning*** To develop of how democracy works throughout my school
* To know how to be helpful in bullying situations
* To know how to take steps towards problem solving in a bullying situation
* To know that friendship can change and how to manage when I fall out with my friends
* To know facts about smoking and its effect on health
* To know facts about drinking and its effect on health
* To know when people are putting me under pressure and ways to resist this

English text * Egyptian Cinderella- slavery
* George’s marvellous medicine- substance abuse
* King of the cloud forest- neglect
* The girl who speaks bear- abandonment
 |
| **NSPCC – Confidence 7-9 years**Fourth in the series of six lessons developed by the NSPCC on the importance of the Tell PANTS rules. 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. |
| **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 Black tory History Month.**PE** – being a team player/team games.**Science- Animals including Humans*** Know about and explain the importance of a nutritious, balanced diet

Wellbeing session at the beginning of each half term.* Practise makes progress
* Making a difference
* Shared interests
* Appreciation
* Using video games for exercise

PSHETo know how to give and receive complimentsHistory* To develop an understanding of how people got food in the Stone age and Iron Age (diets)
 | **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 –** **Key learning*** Describe how the body reacts at different times and how this affects performance.
* Explain why exercise is good for your health and well-being.
* Know some reasons for warming up and cooling down.

 **DT Cooking and nutrition*** To know how to make a healthy, balanced meal

**Science-** **Key learning****Animals including Humans*** Identify and name the parts of the human digestive system
* Know the functions of the organs in the human digestive system
* Identify and know the different types of human teeth
* Know the functions of different human teeth
* To know how to investigate tooth decay

Well-being lessons (Half termly).* Practise makes progress
* Making a difference
* Shared interests
* Appreciation
* Using video games for exercise

PHSE**Key learning** * To know who is in my school community and how I fit in
* To develop an understanding of the acceptance of others
* To know how my actions affect myself and others
* To know how to appreciate the physical attributes that make me unique
* To know how it feels to have dreams and goals
* To develop an understanding of disappointment as an emotion associated with hopes and dreams
* To know how to cope with disappointment
 |
| **Online Safety** | **Computing****Autumn 1**SMART rules for E-safety**Autumn 2**SMART rules for E-safetyTo develop an understanding of how the internet can be used to communicate with a wider audienceTo develop an understanding of secure passwordsTo develop an understanding of spoof sitesTo develop an understanding of age-appropriate content**Spring 1**SMART rules for E-safety**Spring 2**SMART rules for E-safety**Summer 1**SMART rules for E-safety**Summer 2**SMART rules for E-safety**Key learning:**• To know what makes a safe password.• To learn methods for keeping passwords safe.• To understand how the Internet can be used in effective communication.• To understand how a blog can be used to communicate with a wider audience.• To consider the truth of the content of websites.• To learn about the meaning of age restrictions symbols on digital media and devices.PSHE* To know how to stay safe online
 | **Computing****Key learning:*** To develop an understanding of phishing
* To develop an understanding of the risks and benefits of installing software including apps
* To develop an understanding of appropriate behaviour when working collaboratively online
* To develop an understanding of the positive and negative influences of Technolgy
* To know how to use the internet safely to find information
* To know how to assess whether an information source is true and reliable
 |
| **CSE/Risk of Exploitation** | Online exploitation aspect – covered in Online Safety.Sexual aspect – covered through RSE.PSHE**Key learning*** To develop an understanding of the internal male and female body parts
* To develop an understanding of how our bodies change in puberty
* To know what personal space is
 | Online exploitation aspect – covered in Online Safety.Sexual aspect – covered through RSE.PSHE**Key learning** * To develop an understanding of how a girl’s body changes
* To know how to correctly label the internal and external parts of male and female bodies

PE swimming* To recognise the parts of the body that are private
 |
| **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 (Weekly Oracy assembly)RSE* Explore the differences between males and females
* Personal space
* Family differences

PSHE* To know how to solve conflict
 | **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**Key learning** * To develop an understanding of how a girl’s body changes
* To know how to correctly label the internal and external parts of male and female bodies
* To know how to resist peer pressure

PE Swimming – * To recognise the parts of the body that are private

English texts Egyptian Cinderella- slaveryThieves of Ostia- slavery |
|  | **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
 | 1. I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females
2. I can identify and put into practice some of the skills of friendship eg. taking turns, being a good listener
3. I know and can use some strategies for keeping myself safe online
4. I can explain how some of the actions and work of people around the world help and influence my life
5. I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.
6. I can empathise with children whose lives are different to mine and appreciate what I may learn from them
7. I know how to express my appreciation to my friends and family
 | **PSHE Relationships****Key learning** 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
 |
|  | * 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** |  | Swimming PE – • Respect for others. * Recognising what parts of the body you keep to yourself.
 |
| **NSPCC – Confidence 7-9 years**Fourth in the series of six lessons developed by the NSPCC on the importance of the Tell PANTS rules. 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. |
| **RSE 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.
 | 1. I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm
2. I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby
3. I understand that a baby grows inside a womans womb
4. I have strategies to help me cope with the physical and emotional changes I will experience during puberty
 | **PSHE 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** 1. understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm
2. I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby
3. I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult
4. I can describe how a girl’s body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this
5. I have strategies to help me cope with the physical and emotional changes I will experience during puberty
6. I know how the circle of change works and can apply it to changes I want to make in my life
7. I can identify changes that have been and may continue to be outside of my control that I learnt to accept
 |
| **Forced Marriage****Honour Based Violence** | RSE * Explore the differences between males and females
* Personal space
* Family differences

PSHETo develop an understanding of the roles and responsibilities of members of my family (addressing gender stereotypes) | RSE**Key learning*** To explore the human lifecycle.
* To identify some basic facts about puberty.
* To explore how puberty is linked to reproduction

English text * Thieves of Ostia- slavery
 |
| **Substance Misuse** | **DT Use of Tools:** Using glue safelyO PSHE* To develop an understanding of the different types of drugs (medicines vs narcotics)
 | PSHE**Key learning** * To know facts about smoking and its effect on health
* To know facts about drinking and its effect on health
* To know when people are putting me under pressure and ways to resist this

 English textsGeorge’s Marvellous Medicines |
| **Gang Activity** **Youth Violence****Knife crime** | **History Stone Age to Iron Age*** Know how tools changed over the periods.

PSHE* To develop an understanding of when something feels unsafe
* To know how to keep myself safe

English Text* Stone Age Boy – use of tools in the Stone Age, tribes
* The Stolen Spear – use of tools in the Stone Age, tribes
 | **DT Use of Tools:*** Knife safety
* Scissors

PSHE* To know when people are putting me under pressure and ways, I can resist this

English texts * King of the cloud forest- war
 |
| **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

**History Stone Age to Iron Age*** Know that different tribes had leaders.

**History Ancient Greece*** Know how religion affected the ancient Greeks.
* Know key facts about the Ancient Olympic games.
* Know how they are similar or different to the modern Olympics.
* Know how Greek inventions affect us today – link to education/language, democracy, olympics
* To know how Sparta and Athens were different (money, law, slavery, etc).

**Black History Month:**Windrush• What was the Empire Windrush? Why did it happen?• What was it like for people coming to England?• How is it different to life today? (treatment of black people) Coming to England – Floella BenjaminPSHE* To develop an understanding of respecting other points of views.
 | **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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* Christmas
* Hanukkah
* Lunar New Year
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* 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:** * Personal development assembly – alternate Mondays. Focus on emotional well-being, academic resilience and personal growth.
* Mental Health

**History- Romans** * To know why the romans invaded
* To develop an understanding of the roman invasion of Britain
* To know about the religion in Rome and how it changes

**History- Ancient Egyp**t* To develop an understanding of ancient Egyptian gods
* To know how to Egyptian’s celebrated the afterlife.

French * Respect for different languages and cultures.

**PE** * being a team player/team game.

**Black History Month:**George Africanus (links to enslavement Y1 and 2)• Why were people brought to England? What jobs did they do?• Who was George Africanus?• Why is he important? |
|  | **RE**  **Autumn 1**

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| **What makes us human?**Exploring ideas about spirituality, inner self and the soul, children interpret and use art to express beliefs about the soul and inner self and design a book cover and blurb for a book called ‘ What makes us human?’  |

Christian, Jewish, Hindu (plus option to include locally represented worldview)**Autumn 2**

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| **Where do our morals come from?** |

Reflecting on why people make choices

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| about how to live a good life, children consider their views on what is right and wrong. They investigate how some Jewish people use a tallit to help them remember guidance and explore objects that others may use in a similar way. Children write their own moral code mini-book inspired by their learning in this unit.  |

Christian/Jewish, Buddhist, Muslim, Hindu, Humanist**Spring 1**

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| **Is scripture central to religion?** Building on their learning about guidance in religious texts, children investigate how scripture is used and treated by different people. Using virtual or real-life visits to places of worship, they act as detectives to find evidence of place of scripture.  |

Jewish, Muslim, Christian, (plus option to include locally represented worldview)**Spring 2**

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| **What happens if we do wrong?** |

Making connections between their previous

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| learning about the role of God and moral guidance, children explore the meaning of consequences to different people. They design and play snakes and ladders style games based on learning beliefs about reincarnation.  |

Hindu, Muslim, Humanist, Christian

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**Summer 1**

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| **Why is water symbolic?**Looking at the many ways water is used in rituals and ceremonies, children will experience the symbolic use of water and learn about the historical connections water has in some religions. From this, they create poetry to express ideas about the symbolism of water. |

Christian, Sikh, Muslim, Shinto (plus option to include locally represented worldview**Summer 2**

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| **Why is fire used ceremonially?**Continuing to look at symbolism, children explore the use of fire in many ceremonies and as a symbol of remembrance. They design an eternal flame to commemorate a particular person or event and create artwork inspired by the symbolic use of fire.  |

Hindu/Sikh, Zoroastrianist (plus option to include locally represented worldview) | **RE** **Autumn 1**   **Are all religions equal?**Explore the origins of various religions, they discover geographical and historical connections among them. **Spring 1** **Just how important are our beliefs?** Finding out how people show commitment to their beliefs, children ask questions about why people choose to demonstrate the importance of their beliefs in certain ways. |
|  | ***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
 | 1. I recognise my worth and can identify positive things about myself and my achievements.
2. I can face new challenge positively, make responsible choices and ask for help when I need it
3. I understand why rules are needed and how they relate to rights and responsibilities
4. I understand that my actions affect myself and others and I care about other people’s feelings
5. I can make responsible choices and take action
6. I understand my actions affect others and try to see things from their points of view
 | ***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
 | 1. I know my attitudes and actions make a difference to the class team
2. I understand who is in my school community, the roles they play and how I fit in
3. I understand how democracy works through the School Council
4. I understand that my actions affect myself and others; I care about other people’s feelings and try to empathise with them
5. I understand how groups come together to make decisions
6. I understand how democracy and having a voice benefits the school community

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| **British Values** | **Autumn 1** Classroom rules, regulations and token rewards.School council – discussing voting- making sure it is fair, everyone has a voice.Eco council.Rule of Law – start and stop behaviours Individual Liberty – **Autumn 2**Rules – revisit classroom behaviours. Vote for token rewards.Vote for the Christmas film.Remembrance DayChildren in Need **Spring 1**Rule of Law – looking at parliament in History.Rules – revisit classroom behaviours.Vote for token rewards.Comic Relief**Spring 2**Rules – revisit classroom behaviours.Vote for token rewards. **Summer 1**Rules – revisit classroom behaviours.Vote for token rewards. **Summer 2**Rules – revisit classroom behaviours.Vote for token rewards.Voting for stalls on the summer fayre. | **Autumn 1** Classroom rules, regulations and token rewards.School council – discussing voting- making sure it is fair, everyone has a voice.Eco council.Rule of Law – start and stop behaviours Individual Liberty – Harry Potter GR **Autumn 2**Rules – revisit classroom behaviours. Vote for token rewards.Vote for the Christmas film.Remembrance DayChildren in Need **Spring 1**Rule of Law – looking at parliament in History.Rules – revisit classroom behaviours.Vote for token rewards.Comic Relief**Spring 2**Rules – revisit classroom behaviours.Vote for token rewards. **Summer 1**Rules – revisit classroom behaviours.Vote for token rewards. **Summer 2**Rules – revisit classroom behaviours.Vote for token rewards.Voting for stalls on the summer fayre. |
| British Values |  |  |
| 1. **Democracy** | Autumn 1PSHE – Jigsaw Being me in my world lessons – 3,4,5,6.• School council – discussing voting- making sure it is fair, everyone has a voice.• Eco council.• Sport/Team Captains.• The Importance of School, Education and what we learn assembly.Summer 1 PSHE – Jigsaw Relationships lessons 1,2,4,5History – Ancient GreeksDevelop an understanding of democracy in Ancient Greece | Autumn 1PSHE – Jigsaw Being me in my world 1,2,3,4,5,6• School council – discussing voting- making sure it is fair, everyone has a voice.• Eco council.• Sport/Team Captains.• The Importance of School, Education and what we learn assembly.Spring 1PSHE – Dreams and Goals lessons – 5,6Spring 2PSHE - Healthy Me lessons 2,3,4,6Summer 2 PSHE- Jigsaw Changing me lessons 5History- The Romans To develop an understanding of how the romans invaded Britain  |
| **2. The rule of law.** | Autumn 1• Establishing classroom rules, regulations and token towers• Jigsaw – The Jigsaw CharterPSHE – Jigsaw Being me in my world lessons – 3,4,5,6Autumn 2 • Continued use of classroom rules, smiley faces and token towers.PSHE – Jigsaw Celebrating Difference 3,5Spring 1• Continued use of classroom rules, smiley faces and token towers.Spring 2• Continued use of classroom rules, smiley faces and token towers.PSHE - Healthy Me lessons 3,4,5Summer 1 • Continued use of classroom rules, smiley faces and token towers.PSHE – Jigsaw Relationships lessons 2,4• Relationship and Sex education.Summer 2• Continued use of classroom rules, smiley faces and token towers.• Relationship and Sex education.History – Know how Sparta and Athens were different – Democracy, education, laws | Autumn 1• Establishing classroom rules, regulations and token towers• Jigsaw – The Jigsaw CharterPSHE – Jigsaw Being me in my world 1,4Autumn 2 • Continued use of classroom rules, smiley faces and token towers.PSHE – Jigsaw Celebrating Difference 3,4Spring 1• Continued use of classroom rules, smiley faces and token towers.Spring 2• Continued use of classroom rules, smiley faces and token towers.PSHE - Healthy Me lessons 6Summer 1 • Continued use of classroom rules, smiley faces and token towers.PSHE – Jigsaw Relationships lessons 4• Relationship and Sex education.Summer 2• Continued use of classroom rules, smiley faces and token towers. • Relationship and Sex education.History- The Romans To develop an understanding of how the romans invaded Britain |
| **3. Individual liberty.** | • Ongoing - pupils are actively encouraged to make independent choices, with the knowledge that they are in a safe, secure and supportive environment.• Ongoing -school has a robust anti-bullying culture and has in place a comprehensive Behaviour for Learning Policy and passports linked to this.• Ongoing -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.• Ongoing throughout curriculum- Oracy = giving pupils the skills and confidence to speak up and believe in themselves enhancing their sense of happiness and well-being. • Ongoing - pupils are actively encouraged to make independent choices, with the knowledge that they are in a safe, secure and supportive environment.• Ongoing -school has a robust anti-bullying culture and has in place a comprehensive Behaviour for Learning Policy and passports linked to this.• Ongoing -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.• Ongoing throughout curriculum- Oracy = giving pupils the skills and confidence to speak up and believe in themselves enhancing their sense of happiness and well-being.Autumn 1• Black History Month – Windrush GenerationPSHE – Jigsaw Being me in my world lessons – 1,2,3,5.Autumn 2 • Remembrance Day Service.PSHE – Jigsaw Celebrating Difference 1,3,4,5,6Spring 1• Support others by participating in charitable events - Children in Need and Comic relief.• World Book Day – dressing up self-expression.PSHE – Dreams and Goals lessons – 2,3,4,5,6Spring 2PSHE - Healthy Me lessons 1,2,3,4,5,6Summer 1 PSHE – Jigsaw Relationships lessons 1,2,3,5Summer 2 PSHE – Jigsaw Changing Me lessons 2,3,4,6History – Know how Sparta and Athens were different – Democracy, education, laws (Difference between male and female) | • Ongoing - pupils are actively encouraged to make independent choices, with the knowledge that they are in a safe, secure and supportive environment.• Ongoing - school has a robust anti-bullying culture and has in place a comprehensive Behaviour for Learning Policy and passports linked to this.• Ongoing -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.• Ongoing throughout curriculum- Oracy = giving pupils the skills and confidence to speak up and believe in themselves enhancing their sense of happiness and well-being.• Ongoing – work with Nottingham citizens, listening campaigns having a voice in the community about things that need changing and having the power to do so **Autumn 1**• Black History Month – George Africanus campaigning for freedom and liberty PSHE * To know how democracy works through my school council
* To know how my attitudes and actions make a difference to the class team
* To know how is in my school community and the role I play within it

**Autumn 2** • Remembrance Day Service.PSHE * To develop my understanding of what influences me to make assumptions based on the way people look
* To know how to identify what is special about me and value the ways in which I am unique

**Spring 1**• Support others by participating in charitable events - Children in Need and Comic relief.PSHE * To know how to express some of my hopes and dreams
* To know that reflecting on positive experiences can help me to counteract disappointment
* To know how to make a new plan and set new goals even if I have been disappointed
* To know how to work out the steps to take to achieve a goal

**Spring 2**PSHE * To know how different friendship gropus are formed and how I fit into them
* To understand that there are peole who take on the role of leaders and followers in a group and understand the role I take on
* To develop my understanding of when people are putting me under pressure and how I can resist this
* To know myself well enough to have a clear understanding of what I believe is right and wrong

**Summer 1** PSHE * To know how to recognise how friendships change and how to make new friends and manage emotions when I fall out with my friends
* To know how to show love and appreciation to the people and animals who I love

**Summer 2** English text – Greta Thunberg * Power to make changes in our society

Science * To develop my understanding of ways that I can help living things when their environments are changing

PSHE * To know that some of my personal characteristics have come from my birth parents
* To know how to describe how a girl’s body changes in order for her to be able to have a baby
* To know how the circle of change works and be able to apply it to changes I want in my life
* To know how to identify changes that have occurred outside my control and learn to accept that
 |
| **4. 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.• Ongoing - Behaviours for learning:These habits are: linked to character (Being); how we relate to others (Relating); about how we act, the skills needed to complete tasks (Doing); about how we think related to our learning (Thinking)Autumn PSHE – Jigsaw Being me in my world lessons – 1,2,3,4,6 Autumn 2 • Remembrance Day•Children in Need•Anti-bullying week.PSHE – Jigsaw Celebrating Difference 1,3,4,5,6Spring 2PSHE - Healthy Me lessons 1,2,3,6Summer 1 PSHE – Jigsaw Relationships lessons 1,2,3,5, 6Summer 2 PSHE – Jigsaw Changing Me lessons 1,4,5,6 | • 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.• Ongoing - Behaviours for learning:These values are: * Listening – having respect for others ideas
* Thinking – pupils are encouraged to reflect on situations and consider the best way to approach situations
* Collaboration – working well with others, using turn taking and valuing others’ ideas.
* Communication – considering how best to articulate your views and opinions in a respectful way

**Autumn 1**PSHE * To know how my attitudes and actions make a different to the class team
* To develop my understanding of who is in my community and how I fit in
* To know how my actions affect myself and others and know how to empathise with others’ feelings.

English text – Egyptian Cinderella (respecting people from different backgrounds Greece and Egypt)French – learning about different French speaking countries around the world and their different traditions and customs.**Autumn 2** • Remembrance Day•Children in Need•Anti-bullying week.PSHE * To know that we make assumptions based on what people look like
* To know what influences me to make assumptions
* To know that bullying can be hard to spot
* To develop my understanding of why witnesses sometimes join in with bullying and sometimes don’t
* To know how to identify what is unique about me

History – ancient Egypt* To develop my understanding of Egyptian gods

Computing – e-safety * To develop my understanding of appropriate behaviour when working collaboratively online

**Spring 2**English text – the girl who speaks bear Geography * Learning about Eastern European cultures, respecting others who may be different to us

History – ancient civilisations * Acknowledging what other civilisations around the world have done for us in terms of great achievements and inventions.

PSHE * To develop my understanding of how different groups are formed and how I fit into them
* To develop my understanding of the different roles that people play in groups

**Summer 1** English text – thieves of Ostia – respecting people from different cultures/backgrounds, not being seen as slaves but as equalsPSHE * I can recognise situations which can cause jealousy in relationships
* I can identify someone I love and can express why they are special to me
* I can tell you about someone I know that I no longer see
* I can recognise how friendships change, know how to make new friends and how
* to manage when I fall out with my friends
* I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older

**Summer 2** English text – Greta Thunberg – respect for planet and living thingsScience * To develop my understanding of ways that I can help living things when their environments are changing
* To recognise that climate change can cause danger to environments and living things

PSHE * To know how to describe how a girls body changes in order for her to have a baby when she is older
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| **5.Tolerance of those of different faiths and beliefs.** | •Ongoing LEAD values –  LEAD EMPOWER ACHIEVE DRIVE• Black History assembly• Harvest Festival- food banks• World Mental Health day.• Ongoing PE curriculum promotes fair play and team spirit.Autumn 1PSHE – Jigsaw Being me in my world 2,3,6Autumn 2 • Advent assembly• Christmas around the world assembly.• Christmas crafts.• Christmas carol concert• Divali assembly.• Christmas dinner.PSHE – Jigsaw Celebrating Difference 1,2,3,4,5,6Spring 1• Chinese New Year Assembly.• Shrove Tuesday assembly.• Lent assembly.• St Patrick’s Day.• Easter assembly and RE activities.PSHE – Dreams and Goals lessons 1,3,4,5,6Spring 2PSHE - Healthy Me lessons Spring 2PSHE - Healthy Me lessons 3, 4Summer 1 • Eid assembly/Eid fasting PSHE – Jigsaw Relationships lessons 1,2,4,5,6Summer 2 PSHE – Jigsaw Changing Me lessons 1,2,5History – Ancient Greece – Know how religion affected daily lifeEnglish Text* The Stolen Spear – beliefs in spirits
 | •Ongoing LEAD values –  LEAD EMPOWER ACHIEVE DRIVE• Black History assembly• Harvest Festival- food banks• World Mental Health day.• Ongoing PE curriculum promotes fair play and team spirit.**Autumn 1**PSHE * to know how my attitudes and actions make a difference to the class team

**Autumn 2** • Advent assembly• Christmas around the world assembly.• Christmas crafts.• Christmas carol concert• Divali assembly.• Christmas dinner.PSHE * To know that sometimes we make assumptions based on what people look like
* to develop my understanding of what influences me to make assumptions
* to develop my understanding of how assumptions can change

**Spring 1**• Chinese New Year Assembly.• Shrove Tuesday assembly.• Lent assembly.• St Patrick’s Day.• Easter assembly and RE activities.PSHE * to know how to work out the steps needed to achieve a goal successfully as a group

**Spring 2**PSHE * to know how to recognise how different friendship groups are formed and how I fit into them
* to develop my understanding of the different roles people play in groups

**Summer 1** • Eid assembly/Eid fasting PSHE * I can reconise how friendships change and how to make new friends and manage when I fall out with friends

**Summer 2** PSHE * To develop my understanding of the circle of change and I can apply it to my life
* To know how to describe how a girl’s body changes in order for her to be able to have a baby
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| **Peer on Peer Abuse (Including Bullying)** | November – Anti-bullying Week activities and assemblyEnglish Text* The Stolen Spear – Unkindness from another character towards Wolf

  | November – Anti-bullying Week activities and assemblySwimming – * Respect for others.
* Recognising what parts of the body you keep to yourself.

English text * The girl who speaks bear – accepting others differences
* Georges marvellous medicine – treatment of others
* Egyptian Cinderella – treatment of people who are different to us.
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|  | **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

Know and show what makes a good relationship | 1. I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females
2. I can identify and put into practice some of the skills of friendship eg. taking turns, being a good listener
3. I know and can use some strategies for keeping myself safe online
4. I can explain how some of the actions and work of people around the world help and influence my life
5. I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.
6. I can empathise with children whose lives are different to mine and appreciate what I may learn from them
7. I know how to express my appreciation to my friends and family
 | PSHE ***Relationships*** 1. I can recognise situations which can cause jealousy in relationships
2. I can identify someone I love and can express why they are special to me
3. I can tell you about someone I know that I no longer see
4. I can recognise how friendships change, know how to make new friends and how

to manage when I fall out with my friends 1. I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older
2. I know how to show love and appreciation to the people and animals who are special to me
 | ***PSHE*** ***Celebrating difference***  1. To know that we make asssumptions based on what people look like
2. To know what influences me to make assumptions
3. To know that bullying can be hard to spot
4. To develop my understanding of why witnesses sometimes join in with bullying and sometimes don’t
5. To know how to identify what is unique about me
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|  | ***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

Know how to give and receive compliments  | 1. I understand that everybody’s family is different and important to them
2. I understand that differences and conflicts sometimes happen among family
3. members
4. I know what it means to be a witness to bullying
5. I know that witnesses can make the situation better or worse by what they do
6. I recognise that some words are used in hurtful ways
7. I can tell you about a time when my words affected someone’s feelings and what the consequences were
 | ***PSHE*** ***Healthy me*** 1. To know how different friendship gropus are formed and how I fit into them
2. To understand that there are peole who take on the role of leaders and followers in a group and understand the role I take on
3. To develop my understanding of when people are putting me under pressure and how I can resist this
4. To know myself well enough to have a clear understanding of what I believe is right and wrong
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