

SMSC Resilient Individuals Possibilities World Citizens Confident Effective and Respectful Communicators					Fundamental British Values	Protected characteristics
	A Spiritual child will demonstrate	A Moral child will demonstrate	A Social child will demonstrate	A Cultural child will demonstrate		
					<p><b>Democracy</b> The rule of law. Individual liberty Mutual respect &amp; tolerance</p>	<p><b>Age Disability</b> <b>Gender reassignment</b> <b>Race</b> <b>Religion or belief</b> <b>Marriage or civil partnership</b> <b>Sex</b> <b>Sexual orientation</b> <b>Pregnancy and maternity</b></p>
<b>Reception</b>	<p>Is a curious child who embraces and celebrates diversity. They will show sensitivity to their own and others' needs.</p>	<p>A developing self-awareness and an ability to show sensitivity towards the wishes and needs of others. An understanding of how their behaviour affects others both positively and negatively.</p>	<p>Increasing ability to communicate confidently and clearly. They will work and play co-operatively with others and form positive bonds with adults and children.</p>	<p>Will be open and interested in engaging in cultural opportunities. They will develop their own ideas, take risks, use initiative, solve problems, seek out challenges and persist when challenges occur.</p> <p>Have knowledge of the cultural heritage that has shaped where they live.</p>	<p>They view difference positively and know that families may have different values and customs to their own. They will show an understanding of democracy and know that everyone's voice must be listened to and valued.</p>	<p>Will have explored what family means and how families vary in their size and make up.</p> <p>Will have an understanding that protected characteristics do not define any future role they might take on.</p>
<b>Element taught/Evidence</b>	<p><u>Autumn</u> Collective Worship - God's masterpiece, Greta Thunberg – making a difference, Mr Sheppeck – using our gifts creatively.</p> <p>Healthy bodies and minds are talked about weekly e.g. the importance of eating healthily, not to much sugar, why exercise is</p>	<p><u>Autumn</u> Online Relationships- E-Safety. Dangers of Playing near frozen water. Road safety.</p>	<p><u>Autumn</u> <u>Spring</u> World Book Day – One World – the impact of human activity on the planet Picture News- Hunting animals.</p>	<p><u>Autumn</u> Sukkot Afternoon – celebration of Jewish festival Walks around our school outside area to investigate seasons, weather, changes, senses, nature. (Particularly within our Wonderful World and Seasonal Changes).</p>	<p><u>Autumn</u> Vote for your favourite book every day for story time Vote for your choice for class treat Vote for your choice for dressing up for Children in Need for example.</p>	<p><u>Autumn</u> Show racism the red card day Within 'Me and My Community' topic the opportunity to talk about differences in families and the things we do in our community and explore what a community is.</p>

<p>important, why we must brush of teeth, what sugar can do to your teeth, why we must get plenty of sleep, the dangers of the sun.</p> <p>Healthy minds are also talked about in relation to our characteristics of effective learning- perseverance, not giving up, and also our feelings chart and books within the reading area help us to share our feelings.</p> <p><b>Spring</b> E-Safety- Health, Well-being and Lifestyle.</p>	<p>Key texts- for respect ad behaviour within class discussions-</p> <p>We are Gentle, We Look After Property.</p> <p><b>Spring</b></p> <p>E-Safety- Online Bullying.</p>	<p>R.E. topic- Creation-- key texts Litterbug Dug, Michael Recycle, 10 Things I Can Do to Look After my World.</p> <p><b>Summer</b></p> <p>We use the pond area in the spring/summer and collect tadpoles. We watch the changes and talk about them before returning them tadpoles to the pond.</p> <p><b>We have caterpillar eggs in the summer and watch them change into butterflies before we release them outside.</b></p> <p><b>Big Wide World topic- Looking after our planet, story and discussion re plastic and rubbish n beaches.</b></p> <p>Sir David Attenborough and Charles Darwin as courageous advocates for the natural world.</p>	<p>In our playground there is the chance to experience nature and the wonder of it every day. Adults intervene to encourage this or discuss chn's interests with them.</p> <p>Pantomime visits school.</p> <p><b>Big Wide World topic – Summer 2-</b> This project teaches children about the global community to which they belong and explores how living things, communities and climates differ around the world.</p> <p>Enhanced provision inside and outside to inspire chn's interests and things that are important to them e.g. floor map with animals, globe, resources to create maps or places special to them, wind sock, rain gauge, sheltered areas, resources outside for a windy day, hot day.</p> <p>Chn are introduced to art from around the world, from different points in history e.g. cave painting and they are shown work by different artists and encouraged to talk about it. This is within our main projects and companion projects.</p> <p>Nativity Performance Harvest Songs in church Christmas Service Within 'Me and My Community' topic the opportunity to talk about differences in families and the things we do in our community and explore what a community is.</p> <p>Our 'Sparkle and Shine' project teaches children about the celebrations that take place during the autumn and winter seasons, and focus on the significance and symbolism of light at this time of year.</p>	<p>Individual Liberty - We can choose what we do with the things we no longer want. To help the environment, we should try and recycle as much as we can. Picture News</p> <p><b>Tolerance</b> - We are all unique and enjoy different things. Being tolerant of our differences means everyone can be free to be who they want to be. Picture News</p> <p><b>Mutual Respect</b> - The Munduruku are indigenous people, who live in parts of Brazil. Their life is different from ours but we understand and respect that. Picture News.</p> <p><b>Spring</b></p> <p>Vote for your choice for Golden Time</p> <p><b>Mutual Respect and Tolerance</b> - We all have different likes and dislikes when it comes to drinks. Sometimes our grown ups may say no to a drink because it's not good for our health. Picture News.</p> <p>Picture News- <b>Rule of Law</b> - Rules and laws can be put in place to help protect the natural world. We are all responsible for these rules and laws.</p>	<p>Our EYFS curriculum celebrates explores how we are all different but how we are all friends and it is ok to be different.</p> <p>Key Texts- It's Ok to be Different- Todd Parr, The Family Book Todd Parr, Marmaduke the very Different Dragon.</p> <p>Picture News</p> <p>Children's TV channel CBeebies has hired George Webster as its first ever presenter with Down's syndrome.</p>
---	---	--	--	---	---

				<p>Chn have the opportunity to make Diva lamps.</p> <p><b>Spring</b></p> <p>Chinese New Year golden time, Saraswati Puja Easter Service</p>	<p><b>Democracy</b> - If we do not agree with something or do not think it is fair, we can use our voices to make changes. Wales' national men and women's football teams will now receive equal pay. Picture News.</p> <p><b>Mutual Respect and Tolerance</b> - Some people will be more confident in water than others and we should respect that everyone likes and dislikes different things. Picture News.</p> <p>Rule of Law - As we move into the future, things develop, change and modernise. Rules and laws will sometimes need to be updated because of this. Picture News.</p> <p>Mutual Respect and Tolerance - Everyone is different. Some people need help to do some things. Volunteering can be one way we can help make a difference to other people's lives. PN.</p>	
--	--	--	--	---	---	--

<p>Year 1</p>	<p><u>A set of values, principles and beliefs which may or may not be religious</u></p> <p><u>A respect for themselves and for others</u></p> <p>An increasing ability to reflect</p> <p>An expressive and/or creative impulse</p>	<p><u>Knows right from wrong</u></p> <p><u>Respect for other's needs, interest and feelings as well as their own</u></p> <p><u>An ability to think through the consequences of their own and others actions</u></p> <p>Confidence to act consistently in accordance with their own principles</p>	<p><u>Works successfully as a member of a group or team</u></p> <p><u>Takes advice offered by those in authority or counselling roles</u></p> <p><u>Shows respect for people, living things, property and the environment</u></p>	<p><u>An appreciation of the diversity of cultures</u></p> <p>Explores a range of cultures and beliefs through authentic experiences</p> <p>A sense of awe and wonder through a range of cultural experiences</p>		
<p>Elements taught/evidence</p>	<p><u>Autumn</u> Collective Worship - God's masterpiece, Greta Thunberg – making a difference, Mr Sheppeck – using our gifts creatively.</p> <p>Healthy bodies and minds are talked about weekly e.g. the importance of eating healthily, not too much sugar, why exercise is important, why we must brush our teeth, what sugar can do to your teeth, why we must get plenty of sleep, the dangers of the sun.</p> <p>PSHE- Being healthy topic.</p>	<p><u>Autumn</u> Exploring Difference and Diversity in PSHE.</p> <p>Dangers of Playing near frozen water.</p>	<p><u>Autumn</u> Chn explore how we show care for the world and why these matters within faiths and no faith.</p> <p>Picture News- Hunting Animals</p> <p>Chn experience being outside making a shelter within a group.</p> <p>Infant football tournament- cluster schools.</p>	<p><u>Autumn</u> Sukkot Afternoon – celebration of Jewish festival</p> <p>Walks around our school outside area to investigate seasons, weather, changes, senses, nature. (Particularly within our Wonderful World and Seasonal Changes).</p> <p>In our playground there is the chance to experience nature and the wonder of it every day. Adults intervene to encourage this or discuss chn's interests with them.</p> <p>Pantomime visits school.</p> <p>Nativity Performance Harvest Songs in church Christmas Service</p> <p>Chn explore the topic of Judaism. They have a Jewish experience.</p>	<p><u>Autumn</u> Vote for your choice for class treat</p> <p>Vote for your choice for dressing up for Children in Need for example.</p> <p><b>Individual Liberty</b> - We can choose what we do with the things we no longer want. To help the environment, we should try and recycle as much as we can. Picture News</p> <p><b>Tolerance</b> - We are all unique and enjoy different things. Being tolerant of our differences means everyone can be free to be who they want to be. Picture News</p> <p><b>Mutual Respect</b> - The Munduruku are indigenous people, who live in parts of Brazil. Their life is different from ours but we understand and respect that. Picture News.</p>	<p><u>Autumn</u> Show racism the red card day</p> <p>History topic- 1950s- Discussion regarding women roles in society and how things have changed in a positive way.</p> <p>Discussion about same sex marriages during this topic also and how families have changed and can be same sex. A chance to explore what elderly means in one of our book studies. Chn share their experiences in relation to this.</p> <p>Sensory loss is explored during Human Senses and chn are taught about Braille and sign language.</p> <p>Key Texts- It's Ok to be Different- Todd Parr, The Family Book Todd Parr, Marmaduke the very Different Dragon.</p>

				<p><b>Spring</b> Chinese New Year golden time,  Saraswati Puja afternoon, Purim CW  Easter Service</p>		
--	--	--	--	--	--	--

	<p><b>Spring</b></p> <p>Children’s mental health awareness week</p> <p>Health and Well-being and Lifestyle –E-Safety.</p>	<p><b>Spring</b></p> <p>Children’s mental health awareness week</p> <p><b>Exploring Emotions in PSHE.</b></p> <p><b>Exploring Relationships in PSHE.</b></p> <p><b>Exploring Online Bullying. E-Safety.</b></p>	<p><b>Spring</b></p> <p>World Book Day – One World – the impact of human activity on the planet</p>	<p><b>Spring</b></p> <p>Chinese New Year golden time,</p> <p>Saraswati Puja afternoon, Purim CW</p> <p>Easter Service</p>	<p><b>Spring</b></p> <p>Vote for your choice for Golden Time</p> <p>Mutual Respect and Tolerance - We all have different likes and dislikes when it comes to drinks. Sometimes our grown ups may say no to a drink because it’s not good for our health. Picture News.</p> <p>Picture News- Rule of Law - Rules and laws can be put in place to help protect the natural world. We are all responsible for these rules and laws.</p> <p>Democracy - If we do not agree with something or do not think it is fair, we can use our voices to make changes. Wales’ national men and women’s football teams will now receive equal pay. Picture News.</p> <p>Mutual Respect and Tolerance - Some people will be more confident in water than others and we should respect that everyone likes and dislikes different things. Picture News.</p> <p>Rule of Law - As we move into the future, things develop, change and modernise. Rules and laws will sometimes need to be updated because of this. Picture News.</p> <p>Mutual Respect and Tolerance - Everyone is different. Some people need help to do some things. Volunteering can be one way we can help make a difference to other people’s lives. PN.</p>	<p><b>Spring</b></p> <p>Art work by female and male artists explored in topics.</p> <p>Chn explore the topic of Judaism. They have a Jewish experience.</p>
--	---	---	---	---	--	---

	<p>Identify two ways people show they belong to each other when they get married. Respond to examples of cooperation between different people.</p> <p>Expressing ourselves through <b>PE</b> – gymnastic routines <b>Art/DT</b> – Flower Head/Beach Hut <b>Music</b> – How does music make the World a better place? How does music help us to understand our neighbours?</p>					<p>Recognize symbols of belonging within different faiths. Identify two ways people show they belong to each other when they get married. Respond to examples of cooperation between different people.</p>
<p><b>Summer Golden Rules</b> Expressing ourselves through <b>Art/DT</b> – Portraits and Poses/Cut, Stitch and Join <b>Music</b> - What songs can we sing to help us through the day? How does music teach us about looking after our planet?</p> <p><b>RE Sacred Places</b> - Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used. Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe. Ask good questions during a school visit about what happens in a church.</p> <p><b>PE Net and Wall</b> - Emotional: honesty and fair play,</p>	<p><b>Summer Golden Rules</b></p> <p><b>PSHE Money Matters</b> - Identifying different jobs that people do. Identifying the strengths/interests someone might need to do different jobs</p>	<p><b>Summer Golden Rules</b> Team work - group and paired activities in Science, PE, History/Geography, Maths and English</p> <p><b>Music</b> - How does music teach us about looking after our planet?</p> <p><b>RE Creation</b> – How can we look after our World?</p> <p><b>PE Net and Wall</b> - Emotional: honesty and fair play, determination, perseverance, honesty Social: support, co-operation, respect, communication Thinking: decision making, reflection,</p> <p><b>PSHE Being Safe</b> - Talking about rules and age restrictions that keep us safe.</p>	<p><b>Summer Visit to St George’s Church</b></p> <p><b>RE Sacred Places</b> - Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used. Ask good questions during a school visit about what happens in a church.</p>	<p><b>Summer Golden Rules</b> Voting for school councillors Voting on books at story time</p> <p><b>RE</b> – Respecting and tolerating the beliefs of others.</p> <p><b>PSHE Money Matters</b> - Understanding what money is. Recognising that people make different choices about how to save/spend money. Recognising the difference between needs and wants. Understanding how money can be looked after. Understanding that jobs help people to earn money to pay for things. Identifying different jobs that people do.</p>	<p><b>Summer</b></p> <p>Selecting stories that include the protected characteristics. Ensuring a range of books in the class reading area.</p> <p><b>RE Sacred Places</b> - Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used. Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe. Ask good questions during a school visit about what happens in a church.</p>	

	determination, perseverance, honesty Social: support, co-operation, respect, communication Thinking: decision making, reflection,		<p>Recognising risk and what action to take to minimise harm.</p> <p><b>Forest Schools - Outdoor Adventurous Activities (OAA)</b></p> <p>Team Building</p> <ul style="list-style-type: none"> <li>- To co-operate and communicate in a small group to solve - To create a plan with a group to solve the challenges.</li> <li>- To communicate effectively and develop trust.</li> <li>- To work as a group to solve problems.</li> <li>- To work with a group to copy and create a basic map.</li> </ul>		<p>Identifying the strengths/interests someone might need to do different jobs</p> <p><b>PSHE Being Safe</b> - Talking about rules and age restrictions that keep us safe.</p> <p>Recognising risk and what action to take to minimise harm.</p>	
--	---	--	---	--	--	--

	A Spiritual child will demonstrate	A Moral child will demonstrate	A Social child will demonstrate	A Cultural child will demonstrate	Fundamental British Values	Protected characteristics
Year 2 Year 3	<p><u>A set of values, principles and beliefs which may or may not be religious</u></p> <p><u>A respect for themselves and for others</u></p> <p><u>An understanding of feelings and emotions and their likely impact</u></p> <p>Shows resilience, persistence and courage</p> <p>A respect for insight as well as for knowledge and reason</p>	<p><u>Knows right from wrong</u></p> <p><u>Respect for other's needs, interest and feelings as well as their own</u></p> <p><u>An ability to think through the consequences of their own and others actions</u></p> <p>A desire to explore their own and others views</p> <p>A commitment to personal values in areas</p>	<p><u>Works successfully as a member of a group or team</u></p> <p><u>Takes advice offered by those in authority or counselling roles</u></p> <p><u>Shows respect for people, living things, property and the environment</u></p> <p>Shares views and opinions with others and works towards consensus</p>	<p>An appreciation of the diversity of cultures</p> <p>Openness to new ideas and beliefs</p> <p>A sense of personal enrichment through encounter with cultural media and traditions from a range of cultures</p> <p>Use language and understand images/icons for example in music, art literature, which have</p>	<p>Democracy</p> <p>The rule of law. Individual liberty</p> <p>Mutual respect &amp; tolerance</p>	<p>Age Disability</p> <p>Gender reassignment</p> <p>Race or belief</p> <p>Marriage or civil partnership</p> <p>Sex</p> <p>Sexual orientation</p> <p>Pregnancy and maternity</p>

	<p>A sense of empathy with others</p> <p>An awareness and understanding of their own and other's beliefs</p>	<p>which are considered right by some and wrong by others</p>	<p>Participates in activities relevant to the community</p> <p>Reflects on their own contribution to society</p> <p>Exercises responsibility</p> <p>Adjusts to a range of social contexts by appropriate and sensitive behaviour</p>	<p>significance and meaning in a culture</p> <p>Regard for the heights of human achievements in all cultures and societies</p>		
<p><b>Elements taught/evidence</b></p>	<p><b>Autumn</b> Growth mindset Black History month Anti-bullying week, 14/11/22-18/11/22 Christmas singing carols to parents at nativity service</p> <p>Ongoing- Class rules and star charts Restorative practice Ongoing well-being check and emotional support Worry monster Circle time Project Evolve Nurture group Mental Health Week Weekly assembly- First News, rights of a child</p> <p>Guided Reading – What happened to you? – empathy</p> <p>Still Life – art exploring creativity and viewpoints Topic work - Neil Armstrong – working hard, growth mindset. Collective Worship - God's masterpiece, Greta Thunberg – making a difference, Mr Sheppeck – using our gifts creatively.</p>	<p><b>Autumn</b> Black History month Anti-bullying week, 14/11/22-18/11/22</p> <p>Ongoing- Growth mindset trophies Class rules and star charts Restorative practice Ongoing well-being check and emotional support Worry monster Circle time Project Evolve</p> <p>Class Novels - Little People, Big Dreams Martin Luther King Jr, Rosa Parks Picture News - Queen Elizabeth – serving others Malala – human rights</p>	<p><b>Autumn</b></p> <p>Restorative practice</p> <p>Team work- group and paired activities in PE</p> <p>Team work- group and paired activities in all subjects</p> <p>Giving to Harvest</p> <p>Give racism the red card</p> <p>Guided Reading - Tidy / Too much stuff – caring for the planet, Stardust – sibling rivalry, individual talents, relationships with other generations Class Novels - David Attenborough Focus Author - Emily Gravett – environmental impact Banner exhibition in church – caring for the planet, hope for the future</p> <p>Picture News - How can we help people who live far away? Pakistan floods, environmental impact, climate change</p>	<p><b>Autumn</b></p> <p>In school - theatre visit</p> <p>RE – Islam - making links about special people and places Sukkot Afternoon – celebration of Jewish festival</p> <p>Reading corner books – India, refugees and migrants</p> <p>Listening to music through Charanga</p>	<p><b>Autumn</b></p> <p>Restorative practice Voting for student council Voting in class for various issues Randomiser, using dojo for equality in question answering</p> <p>Topic work on Martin Luther King Jr, Rosa Parks – discrimination, equality, race, speaking out, slavery, choosing our language carefully to not hurt or offend. Christopher Columbus – slaves – equality, individual liberty Vera Brittain – war, activism, speaking out, racism RE work on Islam – celebrating different faiths, tolerance, respecting others using PBUH / not drawing Allah or the prophet. Guided Reading Starbird – liberty, speaking out for what is right Picture News - What challenges do leaders face? New Prime Minister – democracy, rule of law, Black History Month – equal opportunities in sports, regardless of race or gender.</p> <p>Emmeline Pankhurst – democracy and the right for all to vote. This week we were learning</p>	<p><b>Autumn</b></p> <p>Selecting stories that include the protected characteristics. Ensuring a range of books in the class reading area.</p> <p>Diverse books used as Class Novels, Guided Reading and in reading corner: What happened to you? Pip and the paw of friendship The New Girl - dwarfism Ranvir cannot hear – sign language in back of book</p> <p>My beautiful voice – elective mutism, being shy Something else – bullying, exclusion, diversity Counting on Catherine – diversity Little People, Big Dreams Martin Luther King Jr, Rosa Parks, Malala Little Leaders in Black history</p> <p>Picture News - Can toys help us celebrate differences – diversity, discrimination, Black history month – racism and opportunities for all genders in football.</p> <p>Show racism the red card day</p> <p>Topic - Rosa Parks, Martin Luther King – racial</p>

				<p>our topic Movers and Shakers. We were discussing how the bill was blocked by parliament and that peaceful protests then became more militant. We read her quote "We are here not because we are law-breakers; we are here in our efforts to become law-makers."</p> <p>This started a bit of a discussion!</p> <p>Maddox said "Is it ok to break the law? She did, but then the law was changed."</p> <p>Oliver said "I don't think it is ok to break the law, but people should listen to you and they didn't listen to Emmeline Pankhurst."</p> <p>Later, we watched a clip of the courtroom proceedings following her arrest. George asked if courts are the same today and where we would go if near Tideswell.</p> <p>Emily said "It's not the same, there is only men in there and now it has to have women too."</p> <p>Bertie said "And they would have different coloured skin too."</p> <p>Discussion about afro hair and if people should change their appearance for school rules. The law has changed to reflect the views and diversity of people, without the need to militancy like in Emmeline Pankhurst's day.</p>	<p>black people who changed history, Neil Armstrong - Sexual discrimination as there were no women on the lunar mission.</p> <p>Sex equality – creating posters for votes for women.</p>
--	--	--	--	---	--

	<p><b>Spring</b> Safer Internet Day 14/2/23 Children's Mental Health Week 6/2/23-12/2/23 World Book Day 2/3/23 Red Nose Day- 17/3/23</p> <p>PHSE: Changes – growing up, family bereavement, divorce, facing new circumstances CW – value – trust</p> <p>RE Islam – my special place, special places for Muslims; words to describe me, words to describe Allah</p> <p>Children's mental health awareness week – Golden Time / A-Z activities, yoga, breathing activities</p>	<p><b>Spring</b> Safer Internet Day 14/2/23 Children's Mental Health Week 6/2/23-12/2/23</p> <p>Ongoing- Growth mindset trophies Golden Rules and star charts Restorative practice Ongoing well-being check and emotional support Worry monster Circle time Buddying up Project Evolve Ant-bullying week</p> <p>Class Novel: I am almost always kind, discussion of what kindness looks like in school</p> <p>Picture News – reusable / recyclable</p> <p>E safety – online relationships – saying no, giving consent, what you can share</p> <p>Grace Darling – taking the risk to help others, the RNLI and its charity work</p> <p>Captain Cook and his death - fighting</p>	<p><b>Spring</b> Red Nose Day- 17/3/23</p> <p>Team work- group and paired activities in PE</p> <p>Team work- group and paired activities in all subjects</p> <p>Class Novel: I am almost always kind Guided Reading: Somebody swallowed Stanley, Sally and the Limpet, Flotsam</p> <p>CW – Safer Internet day</p> <p>Voting - Choosing new equipment for playground</p> <p>Picture News – Earthquake, Teacher Strikes, Influencers,</p> <p>Collaborative work</p> <p>RE – drawing mosques</p> <p>Music – glockenspiels and singing</p>	<p><b>Spring</b> Chinese New Year, 22/1/23-5/2/23 Golden time</p> <p>Ongoing listening of music from Y3/4 Model Music Curriculum Composing using your imagination</p> <p>World Book Day 2/3/23</p> <p>Chinese New Year golden time</p> <p>Saraswati Puja afternoon</p>	<p><b>Spring</b> Children's Mental Health Week 6/2/23-12/2/23</p> <p>Democracy – voting for new playground equipment,</p> <p>Tolerance – LBTQ+ awareness – discussion after one child discussed same sex relationships negatively.</p>	<p><b>Spring</b></p> <p>Selecting stories that include the protected characteristics. Ensuring a range of books in the class reading area.</p> <p>CW – LGBTQ+ awareness month, Uncle Bobby's Wedding</p> <p>Reading Corner books – Let's think deeper about families (bereavement, diversity, adoption, parent separation)</p> <p>Picture News – should men and women's football teams be paid the same?</p>
--	--	---	--	--	--	--

	Summer	Summer	Summer School Sports Day	Summer	Summer	Summer
Year 4 Year 5	A Spiritual child will demonstrate <u>A set of values, principles and beliefs which may or may not be religious</u>	A Moral child will demonstrate <u>Knows right from wrong</u> <u>Respect for other's needs, interest and</u>	A Social child will demonstrate <u>Works successfully as a member of a group or team</u>	A Cultural child will demonstrate An appreciation of the diversity of cultures	Fundamental British Values	Protected characteristics

	<p><u>A respect for themselves and for others</u></p> <p><u>Shows resilience, persistence and courage</u></p> <p><u>An understanding of feelings and emotions and their likely impact</u></p> <p>Creative thinkers</p> <p>Appreciates the mysterious</p> <p>A readiness to challenge all that would constrain the human spirit, for example, poverty of aspiration, lack of self-confidence and belief, indifference, force, fanaticism, aggression, greed, injustice, self-interest, sexism and racism</p>	<p><u>feelings as well as their own</u></p> <p><u>An ability to think through the consequences of their own and others actions</u></p> <p>An ability to make responsible and reasoned judgements on moral dilemmas</p> <p>Respects others</p> <p>An understanding of the need to review and reassess their values, codes and principles in the light of experience</p>	<p><u>Takes advice offered by those in authority or counselling roles</u></p> <p><u>Shows respect for people, living things, property and the environment</u></p> <p>Relates well to other peoples social skills and personal qualities</p> <p>Appreciates the rights and responsibilities of individuals within the wider social setting</p> <p>Challenges, when necessary and in appropriate ways, the values of a group or wider community</p> <p>Resolves conflict</p> <p>Understands how societies function and are organised in structures such as the family, the school and local and wider communities</p>	<p>An ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality</p> <p>An ability to recognise and understand their own cultural assumptions and values</p> <p>An understanding of the influences which have shaped their own cultural heritage</p> <p>An understanding of the dynamic evolutionary nature of cultures</p>		
<p><b>Elements taught/evidence</b></p>	<p><b>Autumn</b></p> <p>Class rules</p> <p>Well-being check Circle time</p> <p>Project Evolve-identity</p>	<p><b>Autumn</b></p> <p>Class rules a</p> <p>Restorative practice</p> <p>Meetings with parents</p> <p>Anti-bullying week</p>	<p><b>Autumn</b></p> <p>Golden Rules</p> <p>Giving to Harvest and food banks</p> <p>Church Christmas Service</p>	<p><b>Autumn</b></p> <p>Golden Rules</p> <p>Giving to Harvest and food Banks</p> <p>Pantomime</p>	<p><b>Autumn</b></p> <p>Class rules</p> <p>Voting for student council</p> <p>Restorative practice</p>	<p><b>Autumn</b></p> <p>Weekly discussion</p> <p>groups on all protective characteristics</p> <p>Anti-bullying week</p>

	Mental Health Week  RSE-The effects of drugs Mental health week	Mental health week Project Evolve-  RSE-Being me/people who care for me	Restorative practice	Study how other cultures celebrate Christmas	Voting for daily activities  Pupil-elected school council	Mental health week
	<b>Spring</b> Class rules  Well-being check Circle time Buddying up Picture News Ant-bullying week  CW – Courageous advocates, climate change. Growth mindset activities. Open Centre visit.	<b>Spring</b> Buddying up with younger children Natural consequences Picture News.	<b>Spring</b> Restorative practice  Frequent opportunities to work in groups.  Participation in community events ie. banner exhibition.  Chess club.  PCSO talk.	<b>Spring</b>  Open Centre visit.	<b>Spring</b> Class rules  Regular class votes.  Class discussion about the recent strikes – Democracy.  Picture News.  PSHE - Difference and Diversity.  Anti-Bullying Week.  PCSO talk.  Saraswati Puja.	<b>Spring</b> Online safety week  Picture News.  Discussion around having a separate boy and girl ball for the playground.  PSHE – Difference and Diversity.  Ageism discussion.
	<b>Summer</b>	<b>Summer</b>	<b>Summer</b> Hollowford Residential Y5  Visit from the fire service	<b>Summer</b> Hollowford Residential Y5	<b>Summer</b> Residential- working together  Mutual respect Voting to choose activities  RE- Places of Worship	<b>Summer</b>
Year 6	A Spiritual child will demonstrate	A Moral child will demonstrate	A Social child will demonstrate	A Cultural child will demonstrate	Fundamental British Values	Protected characteristics
	<u>A set of values, principles and beliefs which may or may not be religious</u>	<u>Knows right from wrong</u>  <u>Respect for other's needs, interest and</u>	<u>Works successfully as a member of a group or team</u>	An appreciation of the diversity of cultures		

	<p><b><u>A respect for themselves and for others</u></b></p> <p><u>Shows resilience, persistence and courage</u></p> <p><b><u>An understanding of feelings and emotions and their likely impact</u></b></p> <p>Creative thinkers</p> <p>Appreciates the mysterious</p> <p>A readiness to challenge all that would constrain the human spirit, for example, poverty of aspiration, lack of self-confidence and belief, indifference, force, fanaticism, aggression, greed, injustice, self-interest, sexism and racism</p>	<p><b><u>feelings as well as their own</u></b></p> <p><b><u>An ability to think through the consequences of their own and others actions</u></b></p> <p>An ability to make responsible and reasoned judgements on moral dilemmas</p> <p>Respects others</p> <p>An understanding of the need to review and reassess their values, codes and principles in the light of experience</p>	<p><u>Takes advice offered by those in authority or counselling roles</u></p> <p><b><u>Shows respect for people, living things, property and the environment</u></b></p> <p>Relates well to other peoples social skills and personal qualities</p> <p>Appreciates the rights and responsibilities of individuals within the wider social setting</p> <p>Challenges, when necessary and in appropriate ways, the values of a group or wider community</p> <p>Resolves conflict</p> <p>Understands how societies function and are organised in structures such as the family, the school and local and wider communities</p>	<p>An ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality</p> <p>An ability to recognise and understand their own cultural assumptions and values</p> <p>An understanding of the influences which have shaped their own cultural heritage</p> <p>An understanding of the dynamic evolutionary nature of cultures</p>		
<p><b>Elements taught/evidence</b></p>	<p><b>Autumn</b></p> <p>Class rules</p> <p>Well-being check</p> <p>Circle time</p> <p>Project Evolve-identity</p>	<p><b>Autumn</b></p> <p>Class rules</p> <p>Restorative practice</p> <p>Meetings with parents</p> <p>Anti-bullying week</p>	<p><b>Autumn</b></p> <p>Giving to Harvest and food banks</p> <p>Church Christmas Service</p>	<p><b>Autumn</b></p> <p>Class Rules</p> <p>Giving to Harvest and food banks</p> <p>Pantomime visit</p>	<p><b>Autumn</b></p> <p>Class rules</p> <p>Voting for student council and house/vice captains</p> <p>Restorative practice</p>	<p><b>Autumn</b></p> <p>Picture news</p> <p>Groups on all protective characteristics</p> <p>Anti-bullying week</p>

	<p>Mental Health Week</p> <p>RSE-The effects of drugs</p>	<p>Mental health week</p> <p>Project Evolve-</p> <p>RSE-Being me/people who care for me</p>	<p>Restorative practice</p>		<p>Voting for daily activities</p>	<p>Mental health week</p> <p>hierarchy exploration through English and History – Society Change Post WW1.</p> <p>PSHE/History – Sexism (Make Do + Mend Propaganda), role of Women. during Wartime (Equality + Votes).</p>
	<p><b>Spring</b></p> <p>Class rules</p> <p>Well-being check</p> <p>Circle time</p> <p>Buddying up</p> <p>Ant-bullying week</p> <p>Participation in community events e.g. Remembrance, Banner Exhibition, Faith Days, Wakes Week</p> <p>Picture News.</p> <p>RE e.g. Open Centre Visit.</p> <p>Collective Worship – Courageous advocates, climate change.</p> <p>Growth mindset activities.</p> <p>Climate Change.</p> <p>House Captain Responsibility</p> <p>Year 6 Monitor Jobs + Collective Worship Leaders</p>	<p><b>Spring</b></p> <p>Buddying up with younger children</p> <p>Natural consequences</p> <p>Collective Worship – Courageous advocates, climate change.</p>	<p><b>Spring</b></p> <p>Restorative practice</p> <p>Student council</p> <p>Buddying up</p> <p>Frequent opportunities to work in groups.</p> <p>To Lead Church Services – Christmas, Easter + Leavers Service)</p> <p>World Book Day</p>	<p><b>Spring</b></p> <p>Participation in community events e.g. Remembrance, Banner Exhibition, Faith Days, Wakes Week</p> <p>RE e.g. Open Centre Visit.</p>	<p><b>Spring</b></p> <p>Class rules</p> <p>Year 6 Sats</p> <p>Explicit teaching of FBVs.</p> <p>Regular class votes.</p> <p>Class discussion about the recent strikes – Democracy.</p> <p>Picture News.</p> <p>PSHE - Difference and Diversity.</p> <p>Guided Reading – The Day War Came.</p> <p>Anti-Bullying Week.</p> <p>Open Centre Visit (Hindu Temple).</p> <p>School Council</p> <p>House Captain Votes (Democracy)</p> <p>Faith Days</p> <p>Red Nose + Children In Need Days</p>	<p><b>Spring</b></p> <p>Online safety week</p> <p>RSE-being safe</p> <p>Explicit teaching of Protected Characteristics.</p> <p>Picture News.</p> <p>PSHE – Difference and Diversity.</p> <p>LGBTQ+ Awareness.</p> <p>RSE – Growing Up.</p>
	<p><b>Summer</b></p> <p>Transition work</p> <p>KS2 play</p> <p>End of year celebrations</p>	<p><b>Summer</b></p> <p>Transition work</p> <p>Restorative practice</p>	<p><b>Summer</b></p> <p>Residential</p> <p>Visit from the fire service</p>	<p><b>Summer</b></p> <p>Residential</p> <p>Transition activities</p>	<p><b>Summer</b></p> <p>Residential- working together</p> <p>Mutual respect Voting to choose activities</p>	<p><b>Summer</b> RSE-</p> <p>Puberty</p> <p>Changes to the body</p> <p>sexuality</p> <p>Transition to secondary school</p> <p>Residential- mutual respect</p>