

# Enmore Church of England Primary School

'Those who are taught here must  
go out and teach others'

*Rev J. Poole, Founder, 1810*



'I have set you an example that you  
should do as I have done for you.'

*John 13: 15*

PSHE, British Values, International, RSE,  
Safeguarding Website

## Background



Personal, Social, Health and Economic Education is learned in all curricular areas within class and outside in any learning environment, at every stage of school. Children are developing as social beings every minute of their day, either as an individual, with each other, or within the world around them. As they develop to become self-confident and independent beings, they then develop a personal understanding of health and incorporate the wider aspects of Relationships and Sexual education, British Values and International learning. It is when they are exploring their wider world, that further aspects of safeguarding become important for them to protect themselves as they learn.

In reception the children are within the Early Years Foundation Stage and follow their [own curriculum](#). Do access the full document here.

During key stage 1 pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve

simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

During key stage 2 pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

We will ensure the subjects are carefully designed to safeguard and support pupils and are deliverable in school. Nevertheless, we are clear on the themes and issues they should cover, in an age-appropriate way, to achieve this. Relationships and RSE will be age-appropriate, building knowledge and life skills over time in a way that prepares pupils for issues they will soon face. They will likely focus on:

- different types of relationships, including friendships, family relationships, dealing with strangers:
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- how relationships may affect health and wellbeing, including mental health;
- healthy relationships and safety online; and
- factual knowledge around sex, sexual health and sexuality, set firmly within the context of relationships.

## Vision

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*The school's vision and values underpin all subjects taught at Enmore. The page below illustrates how maths is influenced by these values and, as a result, illustrates what you would expect to see in classrooms.*

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### **Vision**

- To have high expectations

### **What this looks like in PSHE**

- Learning behaviours are excellent
- Poor behaviour is uncommon and is challenged
- Marking and verbal feedback is high quality
- Teaching spaces are kept tidy and are well- organised

**Vision**

- A broad curriculum offer

**What this looks like in PHSE**

- Displays and occasional work in books reflects a broad curriculum
- classes have topics but discrete subjects are taught
- Cross- curricular links used when possible e.g. human body

**Vision**

- An inclusive curriculum

**What this looks like in PHSE**

- All children have access to the curriculum
- Pre, post and during interventions used as appropriate, aimed at removing barriers to learning
- differentiated worksheets available

**Vision**

- A mastery approach

**What this looks like in PHSE**

- Whole class teaching is predominant
- children who have mastered topics are given opportunities to support less confident
- low stakes testing and retrieval exercises used where appropriate

**Vision**

- Expose children to diversity

**What this looks like in PHSE**

- multiple opportunities from different cultures and beliefs

**Vision**

- Ask Big Questions

**What this looks like in PSHE**

- use opportunities to create moments of awe when learning about multicultural society
- find moments of beauty in our everyday life
- consider how our own self esteem is an essential element of all aspects of our life
- impact of our behaviour within our lives

#### **Vision**

- Close vocabulary gap for disadvantaged children

#### **What this looks like in PHSE**

- emphasising topical vocabulary that needs revising or breaking down for decoding access
- pairing of children for reading parts of work

#### **Vision**

- Reinforce school, Christian and British values

#### **What this looks like in PHSE**

- show respect to the learning of others
- listen to peers' contributions

#### **Vision**

- To develop the children as individuals and give responsibility

#### **What this looks like in PHSE**

- more able given helping responsibilities
- Wellbeing Ambassadors for integration of children into school
- Peer mediators for playtime interventions

# Subject Intent/Rationale



Class 1

Class 1	Topics	Implementation	Implementation	
	Taught everyday through the topics that arise through children's questions	<p><b>PSHE</b></p> <p>Play co-operatively, taking turns with others. Take account of one another's ideas about how to organise their activity. Show sensitivity to others' needs and feelings and form positive relationships with adults and other children.</p> <p>Confidently try new activities and say why they like some activities more than others. Confidently speak in a familiar group, talk about ideas, and choose the resources they need for a chosen activity. Say when the do and don't need help.</p> <p>Talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. Work as part of a group or class and understand and follow the rules. Adjust their behaviour to different situations and take changes of routine in their stride.</p> <p><b>Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>that there is a normal range of emotions</li> <li>how to recognise and talk about their emotions, including having a</li> <li>varied vocabulary of words to use when talking about their own and others' feelings</li> <li>the benefits of physical exercise and time outdoors on mental wellbeing</li> <li>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> <li>where and how to seek support, including whom in school they should speak to if they are worried</li> </ul> <p><b>Physical health and fitness</b></p> <ul style="list-style-type: none"> <li>the characteristics and mental and physical benefits of an active lifestyle.</li> <li>the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> </ul> <p><b>Healthy eating</b></p> <ul style="list-style-type: none"> <li>what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>the characteristics of a poor diet and risks associated with unhealthy eating</li> </ul> <p><b>Health and prevention</b></p> <ul style="list-style-type: none"> <li>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage</li> <li>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect mood and ability to learn.</li> <li>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> </ul> <p><b>Basic first aid</b></p> <ul style="list-style-type: none"> <li>how to make a clear and efficient call to emergency services if necessary.</li> <li>concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	<p><b>RSE</b></p> <p><b>Families and people who care for me</b></p> <ul style="list-style-type: none"> <li>that families are important for children growing up because they can give love, security and stability.</li> <li>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> <li>that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> </ul> <p><b>Caring friendships</b></p> <ul style="list-style-type: none"> <li>how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> </ul> <p><b>Respectful relationships</b></p> <ul style="list-style-type: none"> <li>the importance of respecting others, even when they are very different from them or make different choices or have different preferences or beliefs.</li> <li>the conventions of courtesy and manners that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> </ul> <p><b>Being safe</b></p> <ul style="list-style-type: none"> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>it is not always right to keep secrets if they relate to being safe</li> <li>where to get advice e.g. family, school and/or other sources</li> </ul>	<p>EYFSP calls this area in curriculum PSSED - personal, Social and Educational Development. It is also within Understanding the World.</p> <p>Understanding the World and others; knowing that we do not always enjoy the same things and being sensitive to it.</p> <p>They know about differences and similarities between themselves and others and among families communities and traditions. eg., discuss how we celebrate Christmas, where we go on holidays, celebrations linked to other cultures. Taught through modelling and the impact of wrong actions. Teach the children to recognise their feelings.</p>

	<p><b>British Values/International</b></p> <p>British Values: Tolerance, Democracy, Individual liberty, Individual responsibility, mutual respect, Law-abiding, Love of animals, Good manners</p>	<p><b>Online Safety/Safeguarding</b></p> <p><b>Online relationships</b></p> <ul style="list-style-type: none"> <li>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> </ul> <p><b>Internet safety and harms</b></p> <ul style="list-style-type: none"> <li>that for most people the internet is an integral part of life and has many benefits.</li> <li>about the benefits of rationing time spent online</li> <li>where and how to report concerns and get support with issues online.</li> </ul>
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Class 2	Topics	Implementation	Implementation	
	<p><b>Who am I? / The Stories People Tell</b></p> <p><b>The Great Fire of London / Sensational</b></p> <p><b>Flowers and Insects / All Dressed Up</b></p> <p><b>I'm Alive/ Buildings</b></p> <p><b>Titanic / Seeing the Light</b></p> <p><b>Our World / Hooray! Let's go on Holiday</b></p>	<p><b>PSHE/International</b></p> <ul style="list-style-type: none"> <li>Be able to respect one another individuality and independence</li> <li>Know some of the rules of groups</li> <li>Know some factors that can harm or improve health, or endanger their safety</li> <li>Understand that they belong to a number of groups and the rules of those groups</li> <li>Spirit of sacrifice</li> <li>Be able to work alongside each other</li> <li>Love of animals</li> <li>Looking after the world's peoples, plants and animals</li> <li>Study of our local environment and how to care for it</li> <li>Keeping safe near roads, in the sea, pool and sun.</li> </ul> <p><b>Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>that there is a normal range of emotions</li> <li>varied vocabulary of words to use when talking about their own and others' feelings</li> <li>the benefits of physical exercise and time outdoors on mental wellbeing</li> <li>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> <li>simple self-care techniques, including the importance of rest, time spent with friends and family.</li> <li>where and how to seek support including whom in school they should speak to if they are worried about their own or someone else's wellbeing</li> </ul> <p><b>Physical health and fitness</b></p> <ul style="list-style-type: none"> <li>the characteristics and mental and physical benefits of an active lifestyle.</li> <li>the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>the risks associated with an inactive lifestyle (including obesity).</li> </ul> <p><b>Healthy eating</b></p> <ul style="list-style-type: none"> <li>what constitutes a healthy diet</li> <li>the principles of planning and preparing a range of healthy meals.</li> <li>the characteristics of a poor diet and risks associated with unhealthy eating</li> </ul> <p><b>Health and prevention</b></p> <ul style="list-style-type: none"> <li>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage</li> <li>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</li> <li>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> </ul>	<p><b>RSE</b></p> <p><b>Families and people who care for me</b></p> <ul style="list-style-type: none"> <li>the characteristics of healthy family life, commitment to each other, and how people choose and make friends</li> <li>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> </ul> <p><b>Caring friendships</b></p> <ul style="list-style-type: none"> <li>how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> </ul> <p><b>Respectful relationships</b></p> <ul style="list-style-type: none"> <li>the importance of respecting others, even when they are very different from them or make different choices or have different preferences or beliefs.</li> <li>the conventions of courtesy and manners that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> </ul> <p><b>Being safe</b></p> <ul style="list-style-type: none"> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>it is not always right to keep secrets if they relate to being safe</li> <li>where to get advice e.g. family, school and/or other sources</li> </ul>	<p>All aspects of topic work and linked curriculum dealt with as and when they are raised as part of IPC programme.</p> <p>Most subjects covered by teacher led discussion and topical learning.</p> <p>Other aspects taught discretely under RSE.</p> <p>Some sessions scheduled to cover specific topics not dealt with by other curriculum areas.</p> <p>Key stage one topics in RE are specific to special times within year, individuality, independence and working with each other eg., Jesus's sacrifice at Easter.</p> <p>Cultures vary according to the class composition, to make it more relevant to the children.</p> <p>Topical displays are also linked to British Values work and displayed</p> <p>Health &amp; Safety week covers some aspects, as well as Holiday topic</p> <p>Some covered in cross curriculum linked learning Teaching specifically about being a Good Friend at the beginning of every academic year</p>

	<p><b>Handwashing:</b></p> <ul style="list-style-type: none"> <li>how to make a clear and efficient call to emergency services if necessary.</li> <li>concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	
	<p><b>British Values</b></p> <p>Tolerance Mutual respect Individual responsibility Law abiding</p>	<p><b>Online Safety/Safeguarding</b></p> <p><b>Online relationships</b></p> <ul style="list-style-type: none"> <li>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> </ul> <p><b>Internet safety and harms</b></p> <ul style="list-style-type: none"> <li>that for most people the internet is an integral part of life and has many benefits.</li> <li>about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>the importance of keeping personal information private..</li> <li>where and how to report concerns and get support with issues online.</li> </ul>

Class 3	Topics	Implementation		Implementation
	<p><b>Explorers and Adventurers/ Shaping Up</b></p> <p><b>Footprints from the Past/ What's on the Menu? /Romans</b></p> <p><b>Gateways to the World/ Inventions that Changed the World</b></p> <p><b>Chocolate/ Pictures and Photographs</b></p> <p><b>Different Places, Similar lives (WWII)</b></p> <p><b>Treasure/ Do you live around here?</b></p>	<p><b>PSHE/ International</b></p> <ul style="list-style-type: none"> <li>● If we think exploration is a good thing</li> <li>● About conflict and exploration in the past</li> <li>● About female explorers in the past and today</li> <li>● How exploration has changed the world</li> <li>● Who owns the Moon and planets in space</li> <li>● About the rules of exploration</li> <li>● About germs and how they are spread</li> <li>● How much sleep we should have</li> <li>● How food advertising influences us</li> <li>● About our food preferences</li> <li>● How different countries keep fit</li> <li>● About World Health Day</li> <li>● Spirit of Sacrifice</li> <li>● About different diets and food requirements</li> <li>● About different countries and the role of food in their celebrations and traditions</li> <li>● About local food and customs</li> <li>● How special events are celebrated in our home</li> <li>● About the jobs people do in an airport</li> <li>● About the jobs people do on an airplane</li> <li>● About the use of passports and visas around the world</li> <li>● How technology and inventions affect people's lives</li> <li>● How inventions have made life easier or harder</li> <li>● About inventions in the home and host countries</li> <li>● Why some countries have fewer or more technologies than others:</li> <li>● How the invention of the internet has changed the way we communicate</li> <li>● How the world's scientists are sharing knowledge about inventions and the latest technology</li> <li>● What fair trade chocolate is</li> <li>● What other fair trade products there are</li> <li>● How important chocolate is</li> <li>● How visual images can be used to influence our thinking</li> <li>● How graffiti and street art can affect our environment</li> <li>● About natural landscapes across the world and the environmental issues which threaten these</li> <li>● Helping those in need</li> <li>● About ways of life in different countries</li> <li>● About festivals and celebrations in other countries</li> <li>● About the difference between rich and poor countries</li> <li>● Why people around the world have different lives</li> <li>● What is being done to help the least developed countries</li> <li>● About how different cultures preserve and treasure different things</li> <li>● About the work of archaeologists around the world</li> <li>● About habitats of global importance that are at risk</li> </ul> <p><b>Mental wellbeing</b></p>	<p><b>RSE</b></p> <p><b>Families and people who care for me</b></p> <ul style="list-style-type: none"> <li>● the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>● how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> <li>● that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> </ul> <p><b>Caring friendships</b></p> <ul style="list-style-type: none"> <li>● that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>● that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> </ul> <p><b>Respectful relationships</b></p> <ul style="list-style-type: none"> <li>● the importance of respecting others, even when they are very different from them or make different choices or have different preferences or beliefs.</li> <li>● the conventions of courtesy and manners that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>● practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> </ul> <p><b>Being safe</b></p> <ul style="list-style-type: none"> <li>● that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>● how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>● it is not always right to keep secrets if they relate to being safe</li> <li>● how to ask for advice or help for themselves or others, and to keep trying until they are heard</li> </ul>	<p>Most subjects covered by teacher led discussion and topical learning.</p> <p>Other aspects taught discretely under RSE. Recognise our own worth and that of others.</p> <p>Expressing our views and listening to those of others.</p> <p>Modelling that children can have actions that have a consequence for others</p> <p>Investigate and solve a range of problems by discussion and finding answers by research and debate</p> <p>Making sure we look at others cultures and how they exercise - inclusion of Olympics and other world sports events in media</p> <p>Health &amp; Safety week run alternate years that incorporates World Health Day</p> <p>Teaching about the vote and how we have one, not multiple ones. Taking part in decision making processes for cross curricular participation - i.e., pe choice of activity</p> <p>Looking at food pyramid and balanced diet</p> <p>Birthdays and christmas celebration meals children's choices. Looking at other cultures diets from children's experiences on holidays, in comparison to ours.</p> <p>Talking weekly in circle time about topics and world events, as well as personal emotions or experiences pertinent to topics or seasons</p> <p>Talking through about our responsibilities to each other as a member of the school community</p>

- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- varied vocabulary of words to use when talking about their own and others' feelings
- the benefits of physical exercise, time outdoors, community participation on mental wellbeing
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- **Physical health and fitness**
- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.
- **Healthy eating**
- what constitutes a healthy diet
- the principles of planning and preparing a range of healthy meals
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay)
- **Health and prevention**
- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.
- **Basic first aid**
- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Discussion about Fair Trade with other products

Cross curriculum link to vision and values of school with learning from others and listening to their views as they are just as equal to us.

Talking through difficult subjects and using vocabulary not encountered before - law-abiding

**British Values/International**

Mutual respect for all faiths  
 Democracy  
 Tolerance  
 Individual responsibility and liberty  
 Law-abiding

**Online Safety/Safeguarding**

- **Online relationships**
- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- **Internet safety and harms**
- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- where and how to report concerns and get support with issues online.

Class	Topics	Implementation	Implementation	
4	<p><b>Being Human/AD900 (Mayans)</b></p> <p><b>Going Global/Space Explorers</b></p> <p><b>Full Power/What a Wonderful World/Rainforest (IOW week)</b></p> <p><b>Fairgrounds/Weather and Climate</b></p> <p><b>Building A Village/Vikings/Mountains</b></p> <p><b>The Holiday Show/Bahrain/Investigators</b></p>	<p>PSHE/International</p> <ul style="list-style-type: none"> <li>About a major global health problem</li> <li>About our needs and wants, and how they compare with the needs and wants of others</li> <li>About the work of international charities</li> <li>How some people are suffering as a result of the global market</li> <li>How Fair Trade helps the lives of farmers and producers in poorer countries</li> <li>About media products (such as film, television and music) and how countries are affected by media globalisation</li> <li>Finding out about the International Space Station (ISS)</li> <li>About local and global environmental issues</li> <li>How different international aid groups and charities are helping those affected by environmental issues</li> <li>Finding out about climate and environmental problems in our home and host countries</li> <li>Finding out what simple things we can do to help improve our environment</li> <li>What makes a good global traveller</li> <li>About extra services for our local area</li> <li>What the 'global village' is and how it affects us</li> </ul> <p>See SCIENCE</p> <ul style="list-style-type: none"> <li>External human body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.</li> </ul> <p><b>Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>the benefits of physical exercise, time outdoors, community participation on mental wellbeing and happiness.</li> <li>varied vocabulary of words to use when talking about their own and others' feelings</li> <li>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> <li>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</li> <li>where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</li> </ul> <p><b>Physical health and fitness</b></p>	<p>RSE</p> <p><b>Families and people who care for me</b></p> <ul style="list-style-type: none"> <li>that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> <li>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> </ul> <p><b>Caring friendships</b></p> <ul style="list-style-type: none"> <li>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul> <p><b>Respectful relationships</b></p> <ul style="list-style-type: none"> <li>the importance of respecting others, even when they are very different from them or make different choices or have different preferences or beliefs.</li> <li>the conventions of courtesy and manners</li> <li>the importance of self-respect and how this links to their own happiness</li> <li>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> </ul> <p><b>Being safe</b></p> <ul style="list-style-type: none"> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>what sorts of boundaries are appropriate in friendships with peers and others (including digital context).</li> <li>about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> </ul>	<p>Most subjects covered by teacher led discussion and topical learning.</p> <p>Other aspects taught discrete under RSE</p> <p>Linked to RE and IPC topics. Most learning through spec points of interest and discrete teaching.</p> <p>Anything arising concerning particular subjects - i.e., behaviour, then session to address any problems</p> <p>Discuss how Mayans believe and extremes of eg., blood letting - differences and similarities to British Values and it is part of their culture and OK</p> <p>Tolerance of other peoples coming into our country looking for help - refugees</p> <p>Intolerances shown in other peoples - Nazis belief in can and how people killed - discussion of emotions of history changes people's lives in the past and how it affects the future - remembrance c</p> <p>Being aware of all differences that we have, we are all similar people with similar lives, extension into cultural difference - application to different Islamic countries - Bahrain, lifestyle and way of thinking</p> <p>Talking through distribution of wealth across the world, fairness of life or not debate</p> <p>Rainforest topic looks a lot about how we impact the world and how we can work together with international charities to save our natural environments</p>



Class 5	Topics	Implementation	Implementation	
	<p><b>Myths and Legends/ Fascinating Forces/ Making New Materials (Bake it)</b></p> <p><b>The Time Tunnel/ Existing Extinct Endangered</b></p> <p><b>They see the World Like This/ Isle of Wight /Growing Up (yrs)</b></p> <p><b>Making the News/ Go with the flow/ Christmas cookery</b></p> <p><b>Champions for Change/ Look Hear</b></p> <p><b>Making Things Go / Art- specialist unit/ Growing Up (yrs)</b></p>	<p><b>PSHE/International</b></p> <ul style="list-style-type: none"> <li>About traditions, celebrations and religious festivals which have been influenced by myths and legends</li> <li>How the behaviour of individuals and groups can be influenced by the moral messages of myths, legends and other stories</li> <li>How global brands use myths and legends to persuade people to buy their products</li> <li>How stories from around the world are both the same and different</li> <li>How myths and legends have affected large areas of the world</li> <li>About the stories from the home countries of children in the class</li> <li>How countries use natural forces as energy</li> <li>How we can work together to meet our energy needs without harming our plane</li> <li>Why bread has importance for people all over the world</li> <li>Why there are food shortages in some parts of the world and how we can help</li> <li>About global issues that affect us all</li> <li>How artists can raise awareness of global issues</li> <li>About photojournalism and its impact on the lives of well-known people</li> <li>How an event/crisis is reported in the news</li> <li>About current news from our host country and home countries</li> <li>Individual responsibility</li> <li>About energy use around the world</li> <li>How the actions of some countries affect others</li> </ul> <p>See SCIENCE</p> <ul style="list-style-type: none"> <li>External human body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.</li> </ul> <p><b>Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>varied vocabulary of words to use when talking about their own and others' feelings</li> <li>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> <li>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</li> <li>where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</li> </ul> <p><b>Physical health and fitness</b></p> <ul style="list-style-type: none"> <li>the characteristics and mental and physical benefits of an active lifestyle.</li> <li>the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>the risks associated with an inactive lifestyle (including obesity).</li> </ul>	<p><b>RSE</b></p> <p><b>Families and people who care for me</b></p> <ul style="list-style-type: none"> <li>that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> <li>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> </ul> <p><b>Caring friendships</b></p> <ul style="list-style-type: none"> <li>that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul> <p><b>Respectful relationships</b></p> <ul style="list-style-type: none"> <li>the importance of respecting others, even when they are very different from them or make different choices or have different preferences or beliefs.</li> <li>the conventions of courtesy and manners</li> <li>the importance of self-respect and how this links to their own happiness.</li> <li>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>what a stereotype is, and how they can be unfair, negative or destructive.</li> <li>the importance of permission-seeking and giving in relationships with friends, peers, adults</li> </ul> <p><b>Being safe</b></p> <ul style="list-style-type: none"> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>what sorts of boundaries are appropriate in friendships with peers and others (including digital)</li> <li>about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> </ul> <p><b>Puberty</b></p> <ul style="list-style-type: none"> <li>Pupils should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health</li> </ul>	<p>Most subjects covered by teacher led discussion and topical learning.</p> <p>Other aspects taught discretely under RSE.</p> <p>Which ones specifically - Ramadan (Islam), Passover (Judaism), Bar Mitzvah (Judaism), linked to cultural stories passed down through the ages.</p> <p>In Greek myths &amp; legends, look at Nike and brands that take Greek names that have a symbol of strength.</p> <p>Looked at French stories from child in class</p> <p>Natural resources looked at in renewables within climate change discussion</p> <p>Staple foods across the world and their importance to different cultures</p> <p>Explore food shortages around harvest time</p> <p>RE curriculum covers humanism as well as four faiths.</p> <p>Respect for animals covered by visiting guests with animals</p> <p>Politics and democracy debated</p> <p>Look at "They see the world like this" with Picasso and depiction of war. Took one global issue to produce their own work.</p> <p>Studying democracy and how laws are made and how people are held to account by the law.</p> <p>Talking about paparazzi with invasive photography</p> <p>Climate control with litter or rainfall and distribution across world with impact not necessarily being where it happens first</p>

- how and when to seek support including which adults to speak to in school if they are worried about their health.
- Healthy eating**
- what constitutes a healthy diet (including understanding calories and other nutritional content).
  - the principles of planning and preparing a range of healthy meals.
  - the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
- Drugs, alcohol and tobacco**
- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
- Health and prevention**
- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
  - about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
  - the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
  - about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
  - about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
  - the facts and science relating to allergies, immunisation and vaccination.
- Basic first aid**
- how to make a clear and efficient call to emergency services if necessary.
  - concepts of basic first-aid, for example dealing with common injuries, including head injuries.
- Changing adolescent body**
- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
  - about menstrual wellbeing including the key facts about the menstrual cycle.
- Year 6 will be given opportunity to ask questions, discuss concerns and watch a short video on puberty (see links to videos below).
- Boys video: <https://www.youtube.com/watch?v=G57Sug7JpQE>
- Girls video: <https://www.youtube.com/watch?v=OR1XJZ0xRS0>

**British Values/International**

- Mutual Respect
  - Law-abiding
  - Individual liberty
  - Good manners
  - Love of animals
  - Tolerance
  - Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith
- Internet safety and harms**
- that for most people the internet is an integral part of life and has many benefits.
  - about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
  - how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
  - why social media, some computer games and online gaming, for example, are age restricted.

**Online Safety/Safeguarding**

- Online relationships**
- that people sometimes behave differently online, including by pretending to be someone they're not
  - that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
  - the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
  - how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
  - how information and data is shared and used online
- Internet safety and harms**
- that for most people the internet is an integral part of life and has many benefits.
  - about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

Parents have the right to withdraw children from this content

## Progression/Key "sticky" Knowledge



Within class 1 they learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment.

Within class 2 they begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people.

Within classes 3, 4 and 5, they develop as members of a class and school community, developing social skills such as helping others, resolving simple arguments and resisting bullying. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning.

## Subject Implementation

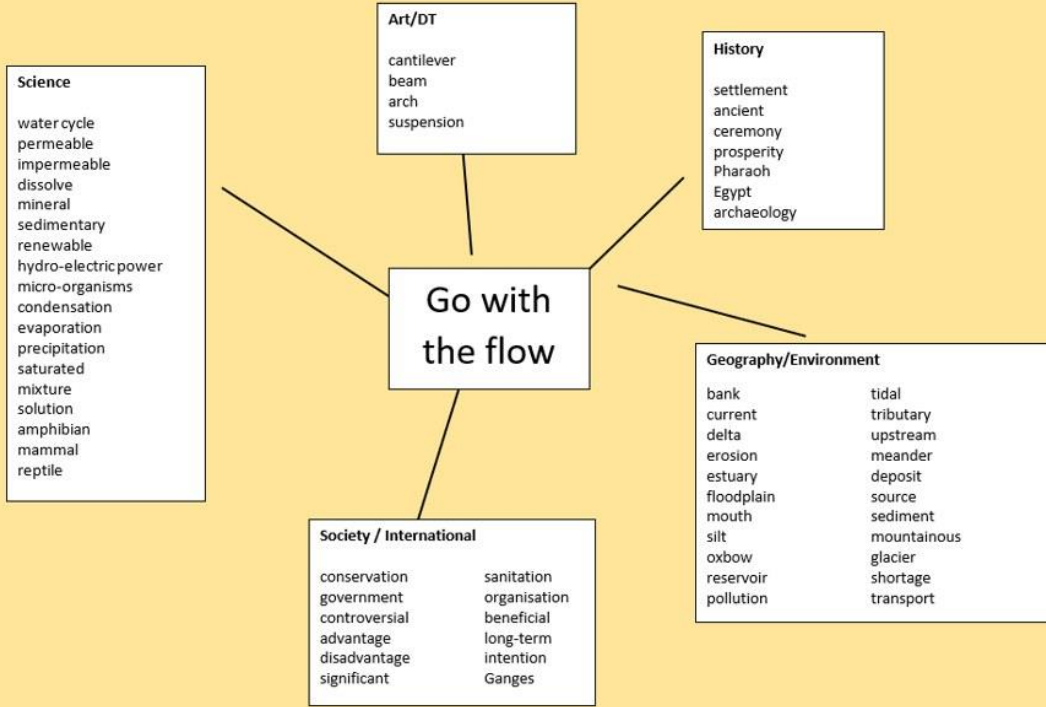


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*Planning varies within each class.*

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*Teachers are responsible for planning the teaching of their units and put weekly We Are Learning To (WALTs) onto their weekly plans:*

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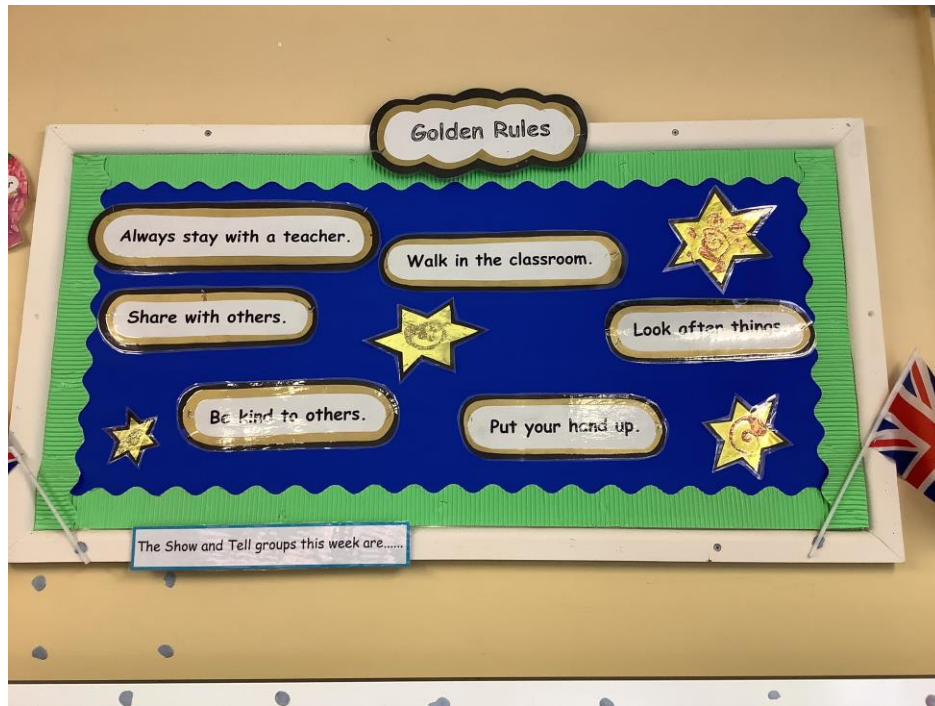
	9.00	9.15	9.30	9.45	10.00	10.15	10.30	11.00	11.15	11.30	11.45	12.00	1.30	1.45	2.00	2.15	2.30	3.00	3.15		
Mon	<b>Assembly</b>	SUBJECT						SUBJECT						SUBJECT WALT:							
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Examples of Work



# Class 1



1 - Class 1 rules



2 - Forest School.

Class 2



3 - School Values.



4 - British Values.

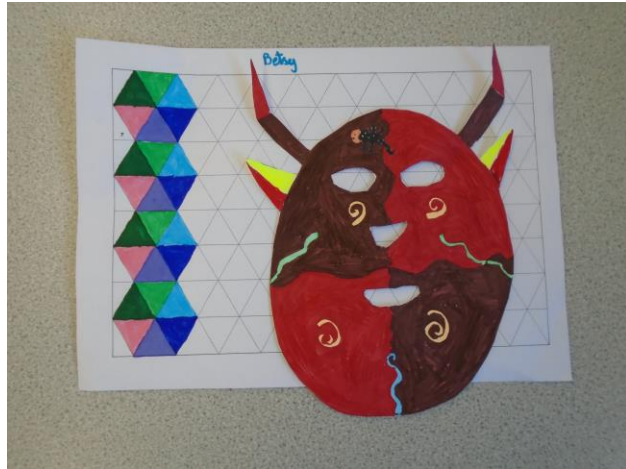


5 - Trusted adults display.

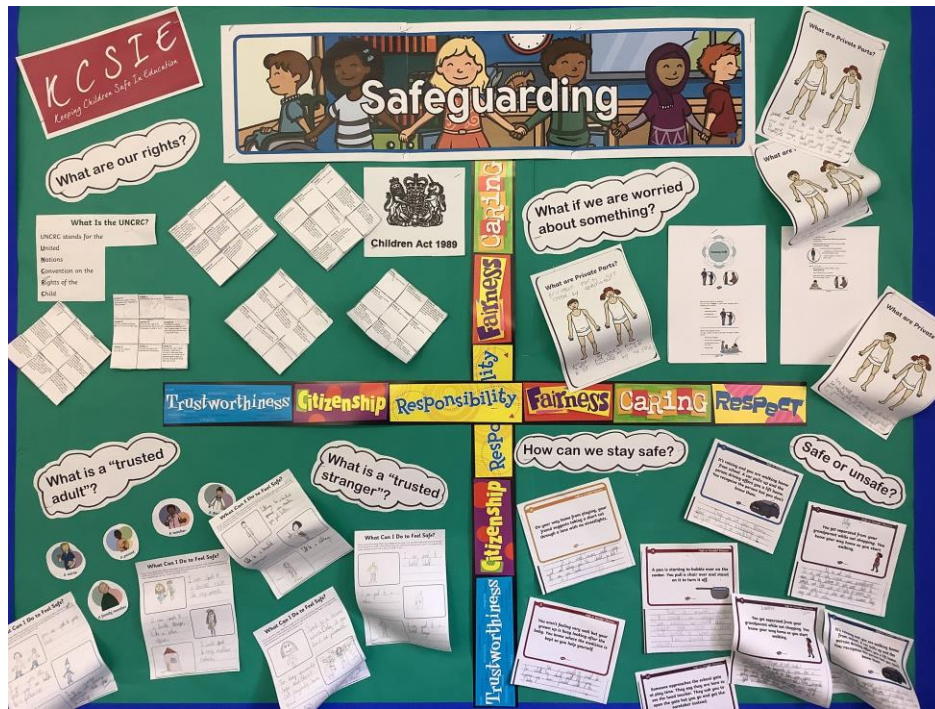
### Class 3



6 - Mapworking activity within Blake Gardens when on a class visit



7 - Two examples of work from African Arts week,celebrating another culture from across the world



8 - Class 3 shared work on children's rights, safeguarding and staying safe.

Class 4



9 - British Values.



10 - We can meet our targets.

Work recorded during class discussion



Festivals

China celebrates a 'Moon' festival. It is for women as they think the moon is like a 'womb', which carries a baby.

Summer festivals include May dancing around a pole with ribbons.

In Australia Christmas is in summer and they have a Barbeque.

Dwali is a festival of light celebrated in India.

FOOD

In India most of their food is spicy, called curry.

In Caribbean countries they have coconut milk because they do not have cows!

In France they have Croissants and Warm Milk for breakfast.

In Australia they eat crocodile and kangaroo in the outback.

Weather and Climate

Tornadoes are really bad windstorms in America.

In Africa they have rain all the time in some months and no rain in many months.

In the Arctic they have snow and ice all year.

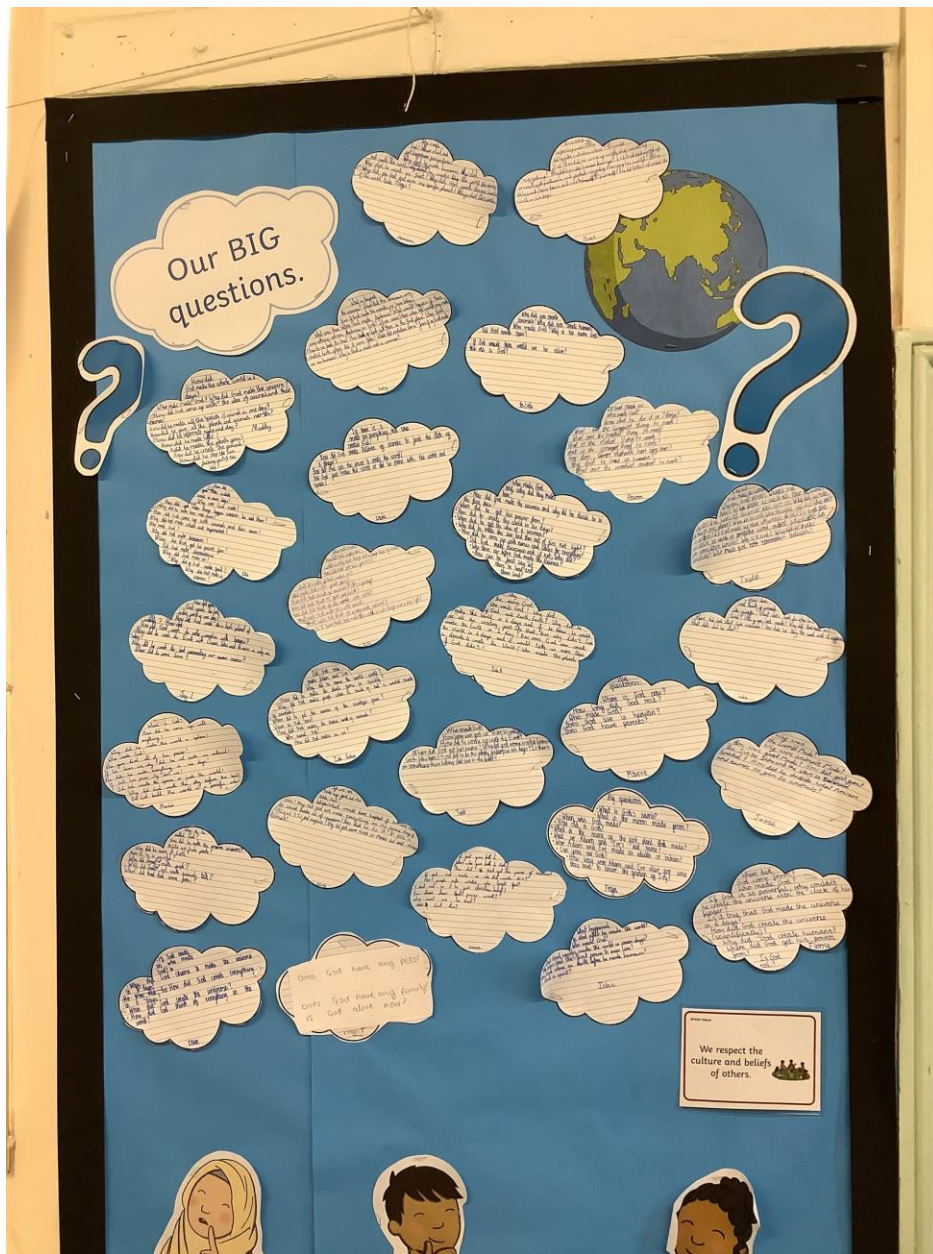
In deserts they have sandstorms.

Class 5



<https://sway.cloud.microsoft/m1qlit3qbSnePz94#content=rhvPn1Dd6OGTCs>

11 - First Aid skills outside on the field with Red Cross trainers



12 - Big Questions.

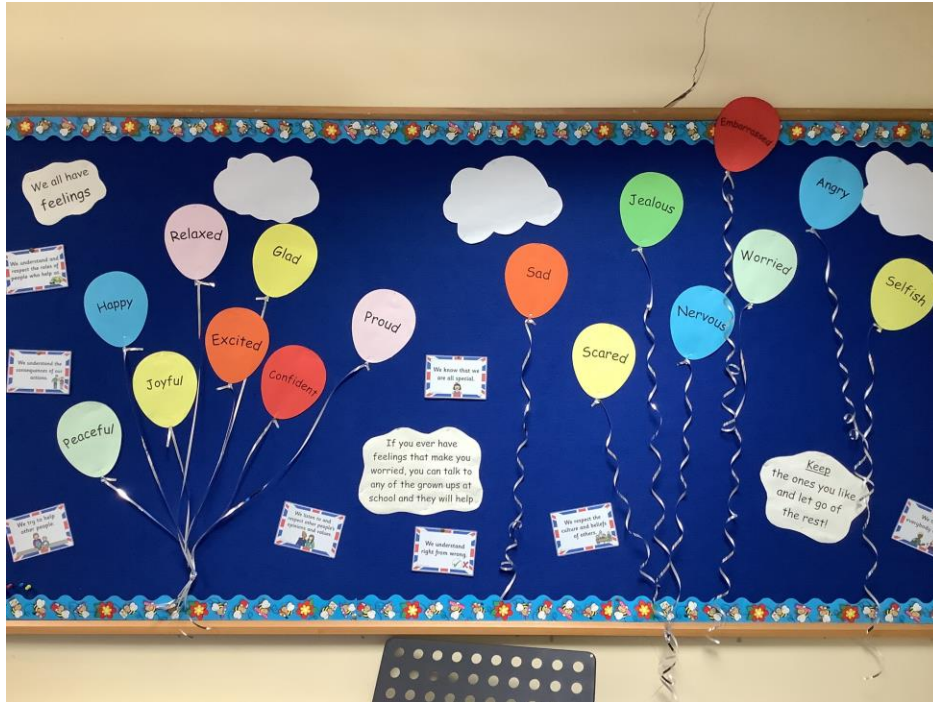




13 - We have a very effective School Council who are now able to work together again after a difficult time in bubbles.



14 - Display highlighting class focus



15 - Well-being.

Whole school participation in National competitions



16 - Click on the picture to see our entries.

## British Values



mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Tolerance

Individual liberty

Mutual respect

Love of animals

Spirit of sacrifice

Democracy

Individual responsibility

Law-abiding

Good manners



It is much better to have these themes running across curricular areas.

E.g. next to class rules- In Britain we have a respect for the law

British people celebrate our differences.

Individual liberty brings individual responsibility!

British people love and care for animals.

## Subject Impact

# Impact

Class 1 - Using classroom and play area as well as play ground, Golden rules of classroom, Kindness and Friendship.

Displays of Trusted Adults, How to use classroom resources, Self-control/ clearing up by ourselves, sharing practically and self care

Working Wall on celebrating achievements and Learning is about exploring new experiences

Class 2 - Use of classroom area, cloakroom and outside areas, Golden rules of class and friendship. Display of Trusted adults.

Class 3 - Independently organising within classroom, choosing appropriate resources when needed, Friendship and Respect.

Displays of Golden Rules, Safeguarding and Trusted adults, six topics within Faith

Class 4 - Growth Mindset and use of SCARF resources

Class 5 - Peer mediation training for some children, establishment of school council, use of SCARF resources