



OUR VISION

We aim to ensure that, over their time at Severnbanks Primary, learners receive a Personal Development programme that gives them the knowledge that they need to make decisions, to be resilient and to develop their character and personality. We provide these rich experiences in a coherently planned way – through our curriculum, enrichment and extra-curricular activities.

Children at Severnbanks know and understand their role in society; they have a sound sense of self and contribute positively to their community. They are tolerant and understand that everyone's voice should be heard and everyone's views should be acknowledged and respected. They leave primary school armed with the school core values of **respect, honesty, resilience, kindness, justice and trust**. They are aware of their responsibility as a citizen of the modern world and have secure and developed moral foundations on which to further build. Pupils regularly demonstrate their contribution now and in the future towards society, community and others.

Pupils leadership skills and voice and developed across all aspects of school life, enabling them to understand that they can make a change and have a positive impact on others. As a result, pupils have high aspirations of themselves and others and the confidence to speak out and challenge in a positive, respectful manner.

Our curriculum offer extends far beyond the academic to allow all pupils to develop in many diverse aspects of life. This is encapsulated in our Personal Development Programme.

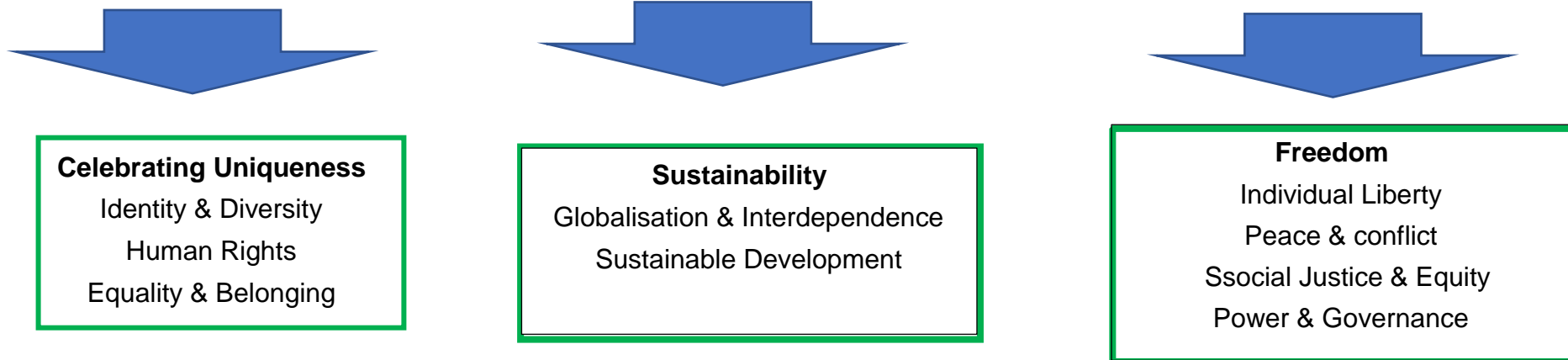
Children leave Severnbanks with the confidence to try new things and make mistakes, seeing the opportunity that lies within adversity. Our bespoke curriculum, based on Global Citizenship, has been designed to get the best out of each and every learner. Children are resilient, hardworking and driven. They have been taught how to converse respectfully; how to value the responses offered by peers by celebrating ideas that are not their own, and how to politely disagree, offering their own thoughts and ideas. They stretch their own thinking by asking questions of both their peers and themselves.

OUR CURRICULUM DRIVERS

At Severnbanks Primary, everything begins with our curriculum drivers. The drivers are linked to our vision of Where STARS shine. **S= Successful Learners, T= Teamwork, A = Aspire and Achieve, R = Rights Respecting and Responsibilities, S= Shine.** The curriculum drivers are **Resilience, Enquiry/Curiosity, Aspire and Ambition and Independence.**

They are woven through all that we do and underpin our shared belief that our role is to support children in aspiring to achieve, understand their place in the world and broadening their horizons.

GLOBAL CITIZENSHIP



We believe it is our responsibility to show children that at there is a world of possibility awaiting them, outside of the school gates. We also strive to encourage a love of learning, and a metacognitive understanding of how we can best learn and self -regulate, that will continue into secondary school and beyond.

Sustainable Development Goals



Global Citizenship – knowledge & understanding progression map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Social justice and equity	What is fair and unfair? Importance of caring and sharing	What fairness means Examples of what it can mean to be rich or poor in local and other contexts	What fairness means Examples of what it can mean to be rich or poor in local and other contexts	How fairness may not always mean equal treatment	How fairness may not always mean equal treatment	Some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels	Some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels
Identity and diversity	uniqueness and value of every person similarities and differences between self and others	Similarities and differences between peoples in local setting and also in wider contexts What contributes to self-identity and belonging	Similarities and differences between peoples in local setting and also in wider contexts What contributes to self-identity and belonging	Diversity of cultures and societies within and beyond own experience Contributions of different cultures to our lives	Diversity of cultures and societies within and beyond own experience Contributions of different cultures to our lives	Contributions of different cultures to our lives Nature of prejudice, racism and sexism and ways to combat these	Contributions of different cultures to our lives Nature of prejudice, racism and sexism and ways to combat these
Globalisation and interdependence	Immediate and local environment Simple links with other places (e.g. through food)	Similarities and differences between places in various parts of the world, including own setting Links between local community and wider world	Similarities and differences between places in various parts of the world, including own setting Links between local community and wider world	Global connections between peoples and countries (e.g. through trade and communications) How local actions affect the wider world	Global connections between peoples and countries (e.g. through trade and communications) How local actions affect the wider world	Global connections between peoples and countries (e.g. through trade and communications) How local actions affect the wider world	Global connections between peoples and countries (e.g. through trade and communications) How local actions affect the wider world



GLOBAL CITIZENSHIP AWARDS



At Severnbanks, we value citizenship and see it as an integral part of developing our young people for the good of our community, planet and future. Our Global Citizenship Awards are designed to encourage, promote and celebrate the wonderful work our young children do in considering others and the wider world.

Simply, work through by selecting a different idea from each stage.

As a thank you, you will achieve a certificate and a mention on the website news and dojo.

You may also come with some of your own wonderful ideas!

Ask an adult to take some photographs and send them in via email or do-jo to Mrs Poole to achieve each stage.

You can also track your progress on your Class dojo Portfolio.

BRONZE	SILVER	GOLD	CITIZENSHIP BADGE
Charity	Charity	Charity	<p>The Citizenship Badge can be earned when a pupil has achieved all 3 certificates.</p> <p>To be a Citizenship badge wearer there is an expectation to submit to school on going activities each half term to demonstrate they have sustained their contribution to society over time and are truly an inspiration to others and proud to be making a difference.</p>
Promote a charity- pick a charity you want to support and investigate what it does. Promote your charity and explain what it stands for and why it's good to support it.	Support a charity- You could collection donations of food, toys or clothes, or fundraise money through activities.	Thank your charity- after you've promoted and supported a charity, write them a letter to say thank you for all of their hard work and tell them what you did.	
Show you Care	Show you Care	Show you Care	
Think of an act of kindness that will help someone you know, e.g. a poorly family member or a neighbour. Paint them a picture or cheer them up with a song. Do 3 acts of kindness.	Pick an issue- what do you care about? Is there something in your local community or in our country that needs improving? Be like Marcus Rashford and tell people about it. Make a poster and do a presentation for your class or family.	Challenge decision makers- you could gather a petition and write a letter to your MP or another important decision maker to ask for change. Include photos of your Silver level presentation and what you have done so far to make a difference to your issue.	
Treading Gently on the Earth	Treading Gently on the Earth	Treading Gently on the Earth	
Recycling and rubbish- collect everything that you throw away for a week. Take a photo of it all and maybe even weigh it! Now choose two ways that you can reduce the amount of rubbish you produce and improve your recycling habits.	Save water- find ways you can save water. E.g. turning off the tap, having a shorter shower. Put your ideas into action over three days. Teach others about what you have learnt. (Always	Food waste is a waste of water, energy, fuel and money. Keep a diary for a week of the food that you waste, including leftovers that aren't eaten another time. Check what was wasted and think of one way you could reduce the amount of waste in future.	
Language Learner	Language Learner	Language Learner	
Choose a language- learn how to say basic phrases including: greeting, introducing yourself and how to say please and thank you.	Learn about the places your language is spoken and 10 new words, such as food or clothes.	Teach someone else what you have learnt and practise with someone else who speaks the language or is learning it.	
Rights Respecting	Rights Respecting	Rights Respecting	
Learn the 10 key rights for children from the UN Charter. Collect items that represent each of your rights, e.g. a book shows your right to an education. Put the items into a box.	Defending your rights- think about who helps you to have your rights and how (from your parents to the police to famous activists) and put their pictures/labels on your kit from the Bronze level.	Choose a person who has helped to support your rights and write a letter to thank them. Explain how the right helps you now and how it will help you in the future and the difference that the person has made.	
The Natural World	The Natural World	The Natural World	
Design a dream garden to help nature. Will it help bees, hedgehogs or birds? Choose plants and make notes on their colours and smells.	Choose a plant that has a purpose (it might have been in your Bronze level design) and grow it! Take photos of its lifecycle.	Nature through the seasons- choose a tree, a plant and a place (e.g. a park, your garden) and observe them through all the seasons of the year. Draw them and label them with science words, e.g. deciduous.	

We also ensure that we teach the following key aspects of Personal Development:

- **Healthy & Safe Behaviours** include our Personal, Social and Health Education (PSHE) curriculum, Relationship and Sex Education (RSE), Physical Health, Mental Wellbeing, Internet Safety and Wider Aspects of Safety.
- **Character Development** includes development of children's own character and personality, our Severnbanks values, children's behaviour and wider, extra-curricular opportunities for children to engage with.
- **Severnbanks Values** respect, honesty, resilience, kindness, justice and trust .
- **Severnbanks** – Where **STARS** shine
- **British Values** Democracy, Rule of Law, Respect & Tolerance and Individual Liberty.
- **Trust Values/ ethos** learning together in inclusive, inspiring and nurturing communities where all children and adults are loved and achieve their best.

'Learning together, with minds that think and hearts that care'

Relationships and Sex Education

At Severnbanks Primary School, we are committed to providing a purposeful and empowering curriculum that fully prepares learners for the next steps in their school career and opens the doors to the wider world. We want our children to aspire to achieve and believe that it is essential that they understand the world they live in. Broadening our children's horizons and giving them the belief that they are capable of achieving great things drives our curriculum. Today's children and young people are growing up in an increasingly complex world, which presents both exciting opportunities and challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. Our PSHE/RSE curriculum gives the children the knowledge and understanding they need to make informed choices and to be a positive influence in the communities to which they belong.

The content set out in the statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019) covers everything

that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Our curriculum should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

PSHE

Our PSHE/ RSE curriculum consists of 6 strands:

1. Being Me in My World

Includes lessons on Self-Identity, Group Identity, Responsibilities, Consequences, Teamwork and introduces the Jigsaw Charter.

2. Celebrating Difference

Includes lessons on Similarity & Difference, Bullying, Stereotyping, Racism, Discrimination and Celebrating Differences and Individuality.

3. Dreams and Goals

Includes lessons on Aspirations, Goals, Challenges, Teamwork, Resilience, Jobs and Careers and Simple Budgeting.

4. Healthy Me

Includes lessons on Drugs and Alcohol Education, Self-Esteem and Confidence as well as Healthy Lifestyle choices.

5. Relationships

Includes lessons on Friendship, Family and other Relationships, Conflict Resolution, Communication, Loss and Bereavement.

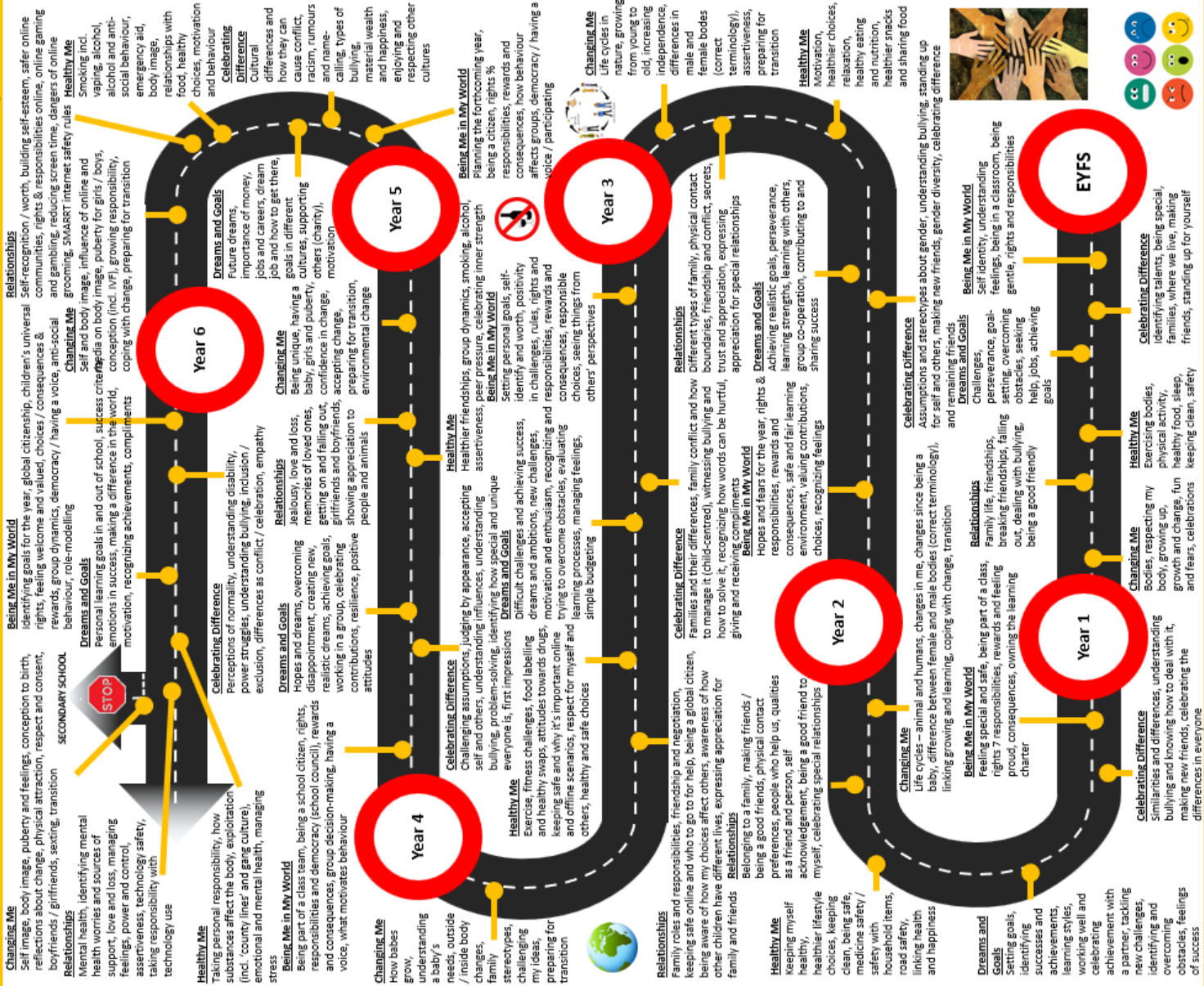
6. Changing Me

Includes lessons on Coping Positively with Change, Puberty, Environmental and Life Cycles (includes Human Reproduction).

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Ages 11-12 (Scotland)	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships, e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education

LEARNING JOURNEY SEVERN BANKS PRIMARY SCHOOL



In addition to the statutory requirements, our PSHE curriculum will also include 'Zones of Regulation ; a programme tailored to support the development of coping and social skills in the younger children.

We also teach our pupils about money, as we believe all children should be given the opportunity to develop money management skills for the future. This is linked to Enterprise in year 6 and Severnbanks School Council.

Pupils at Severnbanks Primary School have access to many musical opportunities. These include: peripatetic teachers, and we are in partnership with Gloucestershire Music (Violins Y1 and Brass Y5) and musicate.

Leadership development across all year groups – developing roles and responsibilities. This includes Learning Ambassadors who play a role in the development of teaching and learning and monitoring quality of provision.

The school supports mental health and wellbeing by providing 'opportunities (resources, coffee mornings, workshops) for families.

At Severnbanks we encourage pupils and families to engage in their community and go 'above and beyond' This includes Global Citizenship Awards, community projects, art challenges, reading challenges, ECO work and community litter picking.

Severnbanks staff use the school environment to provide Wonderful Wellies sessions to ensure pupils are experiencing outdoor learning.

Personal Development at Severnbanks Primary School – Links in the Curriculum and PSHE
How Personal Development, British Values, our School Vision/ Ethos and the Protected Characteristics are integrated into our curriculum

Subject	PSHE Curriculum	British Values	School	Personal Development	Protected Characteristics
	Health and well-being Relationships Living in the wider world	Democracy Rule of law Tolerance of different faiths and religions Mutual respect Individual liberty	<i>Vision/ Values and drivers</i> <i>Where STARS Shine</i>	Educational visits Visitors Charity Extra-curricular Life skills	Age Belief and non-belief Disability Gender identity Marriage and civil partnership Race Sex (gender)
Maths	Living in the wider world Money in KS1 and LKS2 – managing and looking after your money	Democracy Teamwork when solving problems in groups. Listening to others and taking turns to speak when giving reasons and explanations for answers. Rule of law Applying rules in calculations, algebra and geometry. Following rules when they play a game. Mutual respect Listening and respecting others answers and solutions to answers. Individual liberty Being allowed to make mistakes and learn from them. Being confident to 'have a go' and learn from errors.	Teamwork to solve problems in groups. Resilience - solving problems	Life Skills Handling money, choices about how to spend and save money, problem solving in the context of money. Problem solving in 'real-life' contexts in Maths helps to develop life skills such as measurement, directions and time. Charity School council/Enterprise team handling money when collecting for charity. Extra-curricular Maths club for targeted children.	Equality of opportunity for all children – supporting those that are working towards the expected standard, at the expected standard and exceeding the expected standard and providing the correct level of opportunity for all.
English	Health and well-being Discussed in all key stages through high quality key texts Relationships The relationships between characters in texts is discussed in all classes through high quality texts. Living in the wider world Key texts are carefully chosen to provide children with a variety of authors, illustrators and characters from a wide range of backgrounds, cultures and faiths. A diverse range of key texts are used to support all curriculum areas.	Democracy Voting on favourite books to read at story time and books they would like included in their reading area. Children write book reviews/recommend books which they share with their peers. Rule of law Applying spelling rules, grammar and punctuation rules when reading and writing. Tolerance of different faiths and religions Diverse range of key texts allows understanding of different faiths and religions and the challenges some characters might face. Mutual respect Turn taking when speaking, listening to others opinions, sharing ideas, peer assessment and	Respect others opinions and interests. Justice for characters in stories and understanding of how others are feeling. Resilience to succeed in reading and writing. Diversity in reading a wide range of texts, class libraries and school library covering a wide range of authors. Teamwork during performances and drama activities. Curiosity – asking questions / researching and reading more. Independence - working independently	Visitors and Trips Author visit and visits to local library Theatre trips and visits from theatre companies Life skills Library monitors, all children taking responsibility and having respect and care for books. Putting reading and writing skills into 'real-life' context for children and giving writing a purpose eg. letters, posters, postcards, recipes, instructions, competitions etc.	All protected characteristics are considered through learning nursery rhymes, reading traditional tales, classic novels, celebrated authors and playwrights. Children are provided with diverse reading materials in all classes, exposed to characters from different race, religions and backgrounds. Topic books and class reads are used to expose children to a diverse range of authors. We avoid stereotypes and provide reading material that promotes the message that anyone can be who they want to regardless of their gender or age. Texts provide children with inspiration and aspirations.

		<p>marking, being a good audience when watching a performance.</p> <p>Children in Year 6 sharing books with children in Key Stage 1 through our Reading Buddies scheme</p> <p>World Book Day – classes have a book to work on for this day. These books reflect a cross section of society both at a national and international level.</p> <p>Individual Liberty</p> <p>Giving opinions about books, debating why certain things happen in a books, predicting what might happen next and giving reasons. Choosing own books to take home and read independently and choosing own books from our school library and class sharing book collection</p>			(Reading area- books to promote all protected characteristics).
Science	<p>Health and well-being</p> <p>In KS1 children understand parts of the body and their functions, knowing the senses to begin being aware of themselves and others. They also notice that animals, including humans, have offspring which grow into adults. They also find out about and describe the basic needs of animals, including humans, for survival (water, food and air) and describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Democracy</p> <p>During investigations, children make predictions and sometimes vote on what they think the most likely outcome of the investigation is. They listen and respect each other's opinions.</p> <p>Rule of law</p> <p>In science, children often investigate an area and their findings may link to a rule/law that must be followed for the investigation to work.</p>	<p>Respect when listening to one another's opinions.</p> <p>Diversity when studying a range of scientists.</p> <p>Teamwork when carrying out group investigations.</p> <p>Independence- working independently</p>	<p>Visitors</p> <p>Science week visit from Professor Brainstorm, as well as stay and investigate for parents.</p> <p>Extra-curricular</p> <p>Gardening club.</p> <p>Life skills</p> <p>Science curriculum is designed to give children an understanding of themselves, the world around them and their responsibility within that. eg. caring for plants and living things.</p>	Children gain an understanding of their body, and respect for theirs and others. They understand the importance of developing a healthy mind and body.
PE	<p>Health and well-being</p> <p>Physical education aims to ensure that all pupils develop competence to excel in a broad range of physical activities. That they are physically active for sustained periods of time and are engaged in competitive sports and activities which all lead to healthy, active lives. Children gain an understanding that there is a link between physical health and mental wellbeing. EYFS work on fundamental movement skills. KS1 master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Relationships</p>	<p>Democracy</p> <p>Children often choose teams.</p> <p>Rule of law</p> <p>In P.E, children learn rules for lots of different physical activities and understand the importance of discipline in sport. They learn that to follow these rules helps the sport/activity to work better.</p> <p>Mutual respect</p> <p>Children often give peer feedback to one another on performance identifying strengths and areas for improvement.</p>	<p>Respect of the rules of different games.</p> <p>Resilience when trying new sports.</p> <p>Diversity when studying different sports people.</p> <p>Teamwork during team games.</p> <p>Kindness supporting others</p> <p>Independence- working independently= individual sports eg running/ tennis</p> <p>Justice rules for h=games – following rules</p> <p>Aspiration/ Ambition sports people to aspire to be</p>	<p>Visitors</p> <p>Specialist sports coach teaching PE in school every week for a term. Teachers observe sports coach to continue own professional development in sport. Children learn about a variety of sports people from different cultures.</p> <p>Educational Visits</p> <p>Some children have the opportunity to take part in inter-sports competitions in order to develop social skills, team work, co-operation and tolerance of others. Sport is used as a tool to bring children together.</p> <p>Extra-curricular</p> <p>Various sports clubs delivered by sports coach and members of staff. Choice of sports are rotated and</p>	We offer a diverse selection of after school provision for different ages and abilities. Using the School Games Sports Values, we show the children how different bodies take part in different sports by learning about a variety of sports people including those with disabilities who have overcome challenges and shown courage. Our school PE uniform takes into account different cultures by allowing the children to choose whether to wear shorts, leggings or tracksuit bottoms. We encourage children to play sports and don't let gender-bias affect their choices.

	They participate in team games, developing simple tactics for attacking and defending and perform dances using simple movement patterns. The work in teams to develop cooperation and good sportsmanship.			sometimes target the specific talents of children. Playground leaders ensure all children are given the opportunity to join in with extra curriculum sport at break and lunch. Sports day. Life skills Fundamental skills, team games, social skills, competition and cooperation are all developed through sport.	
Computing	Health and well-being Looking after own mental health when online, understanding time limits when using devices. Relationships Developing safe and positive relationships online and how to keep safe online taught consistently throughout school using Purple Mash. Living in the wider world Media literacy and digital resilience. Safer internet day.	Rule of law Understanding what is allowed and is not allowed to be shared online. Use of technology outside of school. Age limits on apps. Mutual respect Online safety. Respect for others online.	Respect for others online. Empathy for others online and treating people online as you would in person. Honesty – being safe on line Curiosity – How did that work? Finding solutions and solving problems	Life skills Safer internet day.	Age related games and videos are used. Respect to others online is taught through online safety.
Geography	Living in the wider world Geography curriculum is designed to provide children with an understanding of where they belong and their local area as well as comparing this to other parts of the UK and other countries in the wider world.	Democracy Our geography units encourage pupils to think about their place in the world, how they can become the best possible citizens of tomorrow and create change for the better. Rule of law We think about moral law and the consequences of their actions on future generations. We discuss what happens if rules and laws are not put in place and what impact they may have. Following safety rules and procedures when conducting Geography fieldwork and on educational visits. Tolerance of different faiths and religions Learning about different parts of the world and their cultures. Children compare similarities and differences between their lives and those of others around the world. We aim to disband stereotypes and foster a common respect for different countries and cultures by learning about them.	Respect for our community and our place in the wider world. Empathy/ Kindness towards other cultures and countries. Diversity of countries across the world. Teamwork when on educational visits and carrying out field work. Curiosity Where in the world?	Educational visits Local area walks for children to gain knowledge of the town they live in and show the community our children are active citizens. Field work during educational visits. Charity Raise money for charities during times of natural disasters and learn about the effects of these on our world. Extra-curricular Gardening club / Eco club Life skills Their responsibility and how they can in still future change.	To learn about different communities and cultures and avoid stereotypes and generalisations. Study of scientists/ activists such as David Attenborough and Greta Thumberg.

		Individual liberty Children think about how their actions can affect their own community and about how they can live responsibly.			
History	Living in the wider world History curriculum ensures children have an understanding of local history, national history such as the great fire of London and history across the wider world.	Rule of law Children search for evidence in history and use artefacts to prove how we know certain things happened. Tolerance of different faiths and religions Children learn about a diverse range of significant people and how their lives had an impact in the past and present.	Resilience when searching for answers in history. Honesty – trusting evidence Teamwork when exploring artefacts. Respect - for historical resources Justice – historical law and order rules in history Curiosity - when and what happened	Visitors Visitors to discuss their experiences in the past.	Topics allow for discussions around the themes of race and gender.
DT	Health and well-being Healthy eating discussed through food based units. Living in the wider world Consider the environment, the effect of designing and making and long term sustainability of the planet. Ensuring they are creating without unnecessary waste. Make considerations to become responsible consumers – what materials are best to use and why.	Democracy Making decisions in the planning and making stage. Respecting that others will have different ideas and opinions. Rule of law Following safety rules and guidance when using tools. Mutual respect Considering the safety of those around them, as they move about the classroom and use equipment. Provide respectful peer assessment feedback. Listening and contributing in a manner which allows for constructive criticism.	Respect Empathy/ Honesty when providing peer feedback. Resilience when trying new skills and techniques. Teamwork when carrying out collaborative projects. Curiosity – how is this made?	Life skills Use of everyday tools and equipment safely and responsibly.	Learning about foods from around the world through RE units of learning. Children prepare and taste a variety of foods from other cultures and share their opinions and preferences.
Music	Health and well-being Understanding how music can help people’s mental health positively. Understanding how music can change your mood and create different atmospheres. Relationships Celebrating talent of peers, personal achievements, building confidence and self-esteem and how performing in music does this for some people. Living in the wider world Learning about a variety of genres and musicians from around the world.	Rule of law The discipline and dedication needed to learn an instrument. Tolerance of different faiths and religions Music linked to different religions and cultures throughout the world. Mutual respect Respect for the artist when appraising music and sharing opinions. Individual liberty Showing individual creativeness when composing music.	Respect for music from other cultures. Resilience when trying new things. Teamwork when composing music in a group. Curiosity music from other cultures Ambition to be a musician /learn an instrument	Visitors Specialist music teacher in school emphasises the importance of music in our curriculum. Extra-curricular Choir, individual music tuition for some children. Life skills Use of music to calm and support mental health, fundamental music skills.	Learning about music from around the world, a variety of genres and artists. Avoiding stereotypes and gender bias in music.
Art and Design	Health and well-being Studying ourselves, our bodies and self-portraits through artwork. Expressing emotions through art and using art as a tool to manage own emotions. Art is displayed as an achievement of learning throughout school. Relationships Children feel safe in their classes to share and display their work and receive feedback from their peers and	Democracy Making decisions about what media, material, colours and style to use and understanding that others have different choices when being creative. Tolerance of different faiths and religions Appraising and showing respect for art from a range of different cultures. Mutual respect Respect for one another’s art when giving feedback.	Respect and empathy for one another’s art when giving peer feedback. Responsibility when trying new techniques and styles. Diversity in looking at a range of artwork and artists. Teamwork when carrying out collaborative art projects Curiosity – art through the ages / famous artists	Life skills Use of sketchbooks to develop children’s individuality and understand there is no ‘right or wrong’ in art.	Artists from a range of different cultures, faiths, gender are studied and explored to give children a wide, open-minded view of art and creativity. Children begin to develop their own opinions about artwork and can talk about the style of art they prefer, whilst respecting others opinions.

	<p>teachers. Children praise one another and share their strengths.</p> <p>Living in the wider world</p> <p>Learning about a range of art and artists from other cultures.</p>	<p>Celebrating everyone's artwork through class and school displays.</p> <p>Individual liberty</p> <p>Ability to express own individuality, in their own way rather than following prescriptive rules for presentation. Expressing this in personal sketchbooks.</p>			
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Spiritual, Moral, Social and Cultural Development

Spiritual, Moral, Social and Cultural development (SMSC) is about everything we do at Severnbanks Primary, to help pupils build their own personal values, have positive relationships with others and become responsible young citizens in society. SMSC development supports pupils to be kind, thoughtful and caring and to be able to live and learn alongside people with different beliefs, cultures and lifestyles.

Our provision for pupils' Spiritual, Moral, Social, Cultural and Emotional development (SMSC), builds on our values. An important part of SMSC is to support our pupils to engage with British values of democracy, the rule of law, individual liberty and respect for different faiths and beliefs.

We want our pupils to be reflective about their own beliefs, but also show interest and respect for the beliefs and faiths of others. We encourage pupils to reflect, not just on their own behaviour and the choices they make, but also on the skills needed to remain calm and focused on their learning.

Some assume spiritual development is about religious exploration or faith, but this is not the case –the spiritual in SMSC is concerned with developing the non-material aspects of life, focusing on personal insight, values, meaning and purpose. Beliefs that help provide perspective on life may be rooted in a religion, but equally may not. Creativity and imagination is important, as is a sense of fascination, awe and wonder.

Moral Development

The moral element is largely about choices, behaviour and how you live your life. It also focuses on personal and societal values (known at Severnbanks as 'norms'), understanding the reasons for them and acknowledging and understanding disagreements.

Discussions in class or assemblies, might explore the consequences of decisions, other people's needs, and ways of learning from experience. Moral development at Severnbanks Primary enables pupils to build a framework of moral values, which regulates their personal behaviour. This is supported by our restorative behaviour policy, the use of 'Zones of Regulation' and the support given to children and their families by our PBSW and ELSA's.

Social Development

Social development shows pupils working together effectively, relating well to adults and participating in the local community. This element of SMSC includes a significant area of personal growth, ranging from engagement with society's institutions to the skills for successful personal relationships.

Cultural Development

Cultural development is about understanding and feeling comfortable in a variety of cultures. At Severnbanks we value cultural diversity and celebrate the diverse and unique contribution that all our children and families bring. Our curriculum allows the pupils the opportunity to learn all about different lifestyles, backgrounds and beliefs other young people have. This is delivered through assemblies, our Diversity, Equality, Inclusion and Belonging curriculum, resourcing and RE curriculum.

British Values

We promote fundamental British values and mutual respect and tolerance of those with different faiths and beliefs. We reflect the religious backgrounds represented in our community in collective worship and actively promote British values, encouraging our pupils to regard people of all faiths, races and cultures with respect and tolerance.

The DfE have recently reinforced the need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."

The Government set out its definition of British values in the 2011 Prevent Strategy. At Severnbanks Primary these values are reinforced regularly and in the following ways:

- Prevent work

- PCSO workshops on the topics of grooming and county lines
- PSHE curriculum

Democracy

Democracy is embedded throughout our school curriculum. Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. Pupils also have the opportunity to have a voice through a variety of channels, including our School Council, Learning Ambassadors, ECO warriors and regular pupil questionnaires. The elections of the School Council members and Head Pupils are based on pupil votes, reflecting our British electoral system and demonstrating democracy in action.

The Rule of Law

The importance of laws, whether they are those that govern the class, the school or the country, are consistently reinforced. Our school has 'Norms/ expectations' or Class Charters (Socially expected positive behaviours) and Learning Nutrients (Success & Failure, Positivity & Praise, Celebrating & Reviewing, Coaching & Supporting, Clear Outcomes, Ambition & Challenge) are embedded in our curriculum every day. Each class discusses right from wrong and sets their own 'norms'/ Charters that are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment. Our pupils are taught the values and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

Individual Liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school, we educate and provide boundaries for our pupils to make choices safely, through the provision of a safe environment and an empowering education. Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely; examples of this can be clearly seen in our e-safety and PSHE lessons. Whether it is through

choice of challenge; of how they record; of participation in our numerous extra- curricular activities; our pupils are given the freedom to make choices and are encouraged to act responsibly and show initiative.

Mutual Respect

As a school that holds values at the core of its ethos, our school values and behaviour policies have evolved around Severnbanks' Values.

The pupils have been part of discussions and part of assemblies that demonstrates what this means and how it is shown. Our values and Learning Nutrients are taught explicitly, linked to assembly themes, shared within lesson and are expected to be demonstrated in and around school at all times, including in the community. It is shared with home through our online platforms and website information. Adults throughout the school model, demonstrate and promote respect for others as do older children who have suitable, age related, tasks and responsibilities and this is reiterated throughout classroom and learning rules, as well as our behaviour.

Tolerance of Those with Different Faiths and Beliefs

Our core values include respect and tolerance of those who have different faiths and beliefs. Severnbanks Primary School enhances pupils' understanding of different faiths and beliefs through religious education studies; PSHE work; linked schools projects, Transform celebration events, welcoming visitors from other schools in order to celebrate differences, Diversity Days. Beliefs, traditions and customs from around the world are studied, with visitors and visits to those communities and religious buildings. Through these activities, our pupils gain an enhanced understanding of their place in a culturally diverse society and an understanding of the importance of identifying and combatting discrimination. Severnbanks also celebrates our Modern Foreign Language with additional enrichments activities and extra-curricular clubs e.g welsh club as well as taster sessions of other languages as a response to pupil voice.

Learning Nutrients

Each half term there is a focused personal development area which is shared throughout all lessons, around school and links to our do-jo award system.

Autumn 1: Ambition

- I want to learn.
- I will keep going, even when something is difficult.
- I want to achieve.
- I want to improve what I have done.

- I can keep improving my learning.
- I will not give up.

Autumn 2: Challenge

- I can push myself.
- I will do well in this lesson.
- I will learn from a failed attempt.
- I can be successful.
- I can think about what I need help with.
- I would like to be challenged.

Spring 1: Positivity and Praise

- I can tell someone what they have done well.

- I can explain what someone might be able to do better (in a nice way).
- I can give feedback based on the learning.
- I can say what went well and what also give something to improve at the same time.
- I can help my class in lessons without my teacher asking me

Spring 2: Celebrating and Reviewing

- I can say what I have learnt to my class.
- I can ask questions.
- I can celebrate what my friends have done well.
- I am confident to say how successful something is.

Summer 1: Coaching and Supporting

- I can watch what other people are doing.
- I can help someone else.
- I can show someone else how to do something.
- I can be a leader in a group
- I can give sensitive feedback to help someone do something better
- I can learn from other people.
- I can work in a team.

Summer 2: Clear Outcomes

- I understand what I am learning.
- I can create goals for myself.
- I can work out what I need to do next.
- I can choose what will challenge me.
- I can check if I don't understand something

Mental Health and Wellbeing

Wellbeing days/sessions are a whole school initiative which began a few years ago at Severnbanks Primary School. Each week, the whole school takes part in a short session designed to promote discussion about mental health and wellbeing.

Our decision to include Wellbeing Days and many other stand-alone mental wellbeing initiatives such as: Hello Yellow, Anti-bullying week, playground buddies, worry boxes, body image workshops for Upper KS2 and actively seeking out Pupil Voice – showing our commitment to the agenda of mental health of our children.

Wellbeing Days are an important and vital moment in the midst of a busy week to talk, reflect and discuss. Topics are covered through the 5 social and emotional competencies.

These are self-management, self-awareness, responsible decision making, social awareness and relationship skills.

Pupils engage in Mental Health and Wellbeing Week. Year 6 pupils are trained in being well-being champions. We have a designated wellbeing hub.

There are Individual bespoke packages available through ELSA or PBSW 1-1 or small group work.

Severnbanks is a Young Minds Matters School.

Personal Development Whole School Curriculum

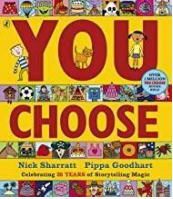
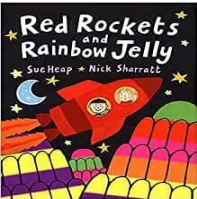

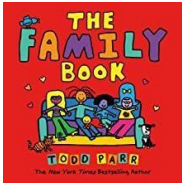
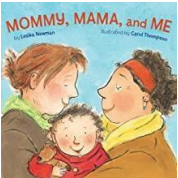

Some areas of our personal development approach are taught through subjects with their own curriculum, e.g. our PSHE/RSE, RE, PE and Computing curriculum. Other aspects are taught discretely. The following table illustrates which aspects are taught through which approach.

Aspect of Enhanced Personal Development	Integrated in our wider school curriculum	Discrete personal development programme
Healthy and Safe Behaviours	Severnbanks Values Expected behaviours and school rules PSHE / RSE curriculum PE curriculum RE Curriculum Computing Curriculum – online safety strand DT – Food and Nutrition Whole-school mental health approach Outdoor Play And Learning Collective Worship Individual, ongoing subject contribution to SMSC School experiences programme, including external, residential and virtual visits SMSC Thrive @ Throckley	Zones of Regulation curriculum Anti-bullying week – November Safer Internet Day – February NSPCC Pants NSPCC Speak Out Stay Safe RISE Mental Health Awareness Project Bikeability Training (Y5 and Y6) NHS Tooth brushing scheme (EYFS) Daily classroom dashboard Daily BBC Newsround Assembly programme
Citizenship Development / Development of Character	Severnbanks Values Expected behaviours and school rules Behaviour and Achievement PSHE / RSE curriculum RE Curriculum Extra-curricular clubs programme linked to curriculum with outcomes Instrument tuition programme Career links across the curriculum Computing curriculum – building resilience and independence SMSC	Zones of Regulation curriculum Anti-bullying week – November Safer Internet Day – February Residential Trip (Y6) Charity opportunities e.g. Comic Relief, Children In Need Economic development (Year 6) Christmas performances & other performances (e.g. music) Show Racism The Red Card Assembly programme Career links – visits, speakers, virtual immersion

Severnbanks Values & British Values

Severnbanks Values
Expected behaviours and school rules
Behaviour and Achievement
PSHE / RSE curriculum
Individual, ongoing subject contribution to British
Values RE Curriculum
School Council and Leadership / Pupil voice
SMSC

Severnbanks Values assembly programme
British Values assembly programme
Assembly programme
British Values discrete lessons
Black History Month
Show Racism The Red Card

No Outsiders						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Intention	Being able to choose what you like.	It's ok to like different things.	To know that we are all different.	Know that all families are different.	To celebrate our own and others family dynamics	To know we can be friends with anyone.
Shared Text	You Choose by Nick Sharratt and Pippa Goodheart	Red Rockets and Rainbow Jelly by Sue Heap and Nick Sharratt	Hello, Hello by Brendan Wenzel	The Family Book by Todd Parr	Mommy, Mama and Me by Leslea Newman and Carol Thompson	Blue Chameleon by Emily Gravett
						

Prime Areas of Development

Personal, Social and Emotional Development	<p><u>Self-regulation</u></p> <p>Children know and respond to rules and expectations of school Children remember and use the names of key adults in their setting Separate from carer without difficulty Seek comfort from familiar adults</p> <p><u>Managing Self</u></p> <p>Manage behaviour to meet expectations Resolve conflict without issue Oral and physical health and wellbeing Ask for help when needed Begin to understand feelings through zones of regulation</p> <p><u>Building Relationships</u></p> <p>Build relationships with peers and familiar adults Access provision independently, separating from familiar adult</p>	<p><u>Self-regulation</u></p> <p>Show resilience when met with challenge Understand the effect they can have on another person through social stories</p> <p><u>Managing Self</u></p> <p>Select resources independently dependent on need Actively take part and hold responsibilities in the classroom (milk monitor, bag monitor) Completing tasks/activities before moving on to another Revisiting oral and physical health and wellbeing Assess risk when undertaking new challenges</p> <p><u>Building Relationships</u></p> <p>Developing cooperative play with a larger group of children Keep play and conversations going by listening and responding to others</p>	<p><u>Self-regulation</u></p> <p>Use strategies developed through 'Zones of Regulation' to regulate feelings Continue to develop turn taking and sharing</p> <p><u>Managing Self</u></p> <p>Managing toilet needs and being able to go independently Continuing to make healthy food choices when met with option Celebrate achievements across the school year and thinking about oneself in a positive manner</p> <p><u>Building Relationships</u></p> <p>Developing close personal friendships with a number of peers Sharing achievements with familiar adults and peers</p>
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		Resolving conflict with others		
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Communication and Language	<p><u>Listening, attention and understanding</u> Following instructions Listen to stories with interest and enjoyment Listen and responds when name is used</p> <p><u>Speaking</u> Learning new vocabulary through high quality texts Talk about their likes and dislikes Expressing basic needs</p>	<p><u>Listening, attention and understanding</u> Attention can switch from one task to another Begin to use and answer 5w questions (Who, what, why, when, where)</p> <p><u>Speaking</u> Using talk to organise play with peers Using talk to seek support when met with a problem Begin to talk about previous experiences and those yet to happen Begin to use microphones and walkie-talkies to communicate with others</p>	<p><u>Listening, attention and understanding</u> Active listening is developed Children keep conversation progressing by listening and responding to others. Follow instruction containing more than one part</p> <p><u>Speaking</u> Use sentences with more than 6 words Children to begin to use vocabulary they have been taught and can understand the meaning</p>
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Physical Development	<p style="text-align: center;"><u>Health and safety</u> Children learning about their physical limits Assessing risk</p> <p style="text-align: center;"><u>Gross motor skills</u> Balance Direction and co-ordination Fundamental movement skills (crawling, running, jumping) Dressing independently (coats)</p> <p style="text-align: center;"><u>Fine motor skills</u> Using cutlery to feed themselves Holding mark making tools to make marks on paper Hand eye – Foot eye co-ordination</p>	<p style="text-align: center;"><u>Gross motor skills</u> Learning to ride balance bikes and scooters Dressing independently (taking off jumpers)</p> <p style="text-align: center;"><u>Fine motor skills</u> Fastening buttons and zips to promote independence when dressing</p>	<p style="text-align: center;"><u>Gross motor skills</u> Taking part in school sports day Partner work – collaborative movement Dance by following direction</p> <p style="text-align: center;"><u>Fine motor skills</u> Cutting skills with knife and fork to develop independence when eating Identifying and using dominant hand when mark making Writing/drawing for pleasure</p>
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Characteristics of Effective Learning		
<p><u>Playing and exploring</u> Being willing to have a go Finding out and exploring Playing with what they know</p>	<p><u>Active learning</u> Enjoying their achievements Keep on trying Being involved and concentrating</p>	<p><u>Creating and critical thinking</u> Making links Choosing ways to do things Having their own ideas</p>
Mental Health and Wellbeing		
<p>Zones of Regulation curriculum World Mental Health Day Tapestry celebrations Celebrating 'This is Me' books</p>	<p>Zones of Regulation curriculum Tapestry celebrations Celebrating 'This is Me' books</p>	<p>Zones of Regulation curriculum Tapestry celebrations Celebrating 'This is Me' books</p>
Outdoor Learning		
<p>Bear hunt in the forest area Making a bug hotel Finding sticks to make magic wands Making bird feeders Wonderful Wellies activities Exploring the local area Autumn Walks</p>	<p>Planting seeds Visiting the school garden Easter egg hunt Mastering a balance bike Wonderful Wellies activities Winter Walks</p>	<p>P.E on the sports field Outdoor stories in the forest area Chopping and cooking home grown vegetables Wonderful Wellies activities Bug hunts</p>

Personal Development Year 1

No Outsiders

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Intention	To like ourselves for who we are and the way we look.	To join in.	Find ways to play together.	Proud to be ourselves	To know we share the world with lots of different people	To know how to ask for help and work with different people
Shared Text	Elmer by David Mckee	Going to the Volcano by Andy Stanton	Want to Play Trucks? By Ann Stott and Bob Graham	Hair, It's a Family Affair by Mylo Freeman	My World, Your World by Melanie Walsh	Errol's Garden by Gillian Hibbs
						




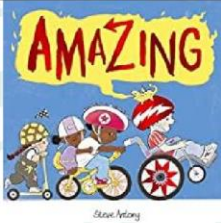
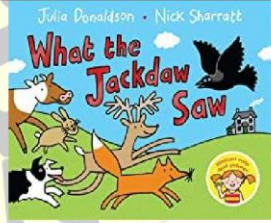

PSHE/RSE	<p><u>Physical Health and Mental Wellbeing</u></p> <p>Mental Wellbeing How can we recognise feelings?</p> <p>Health How can we be active, eat well and make sure we protect our skin in the sun?</p> <p>Internet Safety and Harms – Why do people use the internet? How much time should I spend online?</p>	<p><u>Living in the Wider World</u></p> <p>Belonging to a Community What communities/ groups do I belong to?</p> <p>Economic Wellbeing What can we do with money? How do I keep my money safe?</p> <p>Careers What could I be when I grow up?</p> <p>Autumn Career focus: Inventor Link to significant person/ curriculum area: George Stephenson - History</p> <p>Spring Career focus: Astronaut Link to significant person/ curriculum area: Neil Armstrong</p> <p>Summer Career focus: Author</p>	<p><u>Relationships</u></p> <p>Families and people who care for me What is a family? What does my family look like? How does my family make me feel?</p> <p>Caring friendships What is a friend? How can I be a good friend?</p> <p>Respectful relationships How can I show respect to others? What can I do when someone is making me feel sad?</p> <p>Online relationships How do I stay safe online?</p> <p>Being Safe How can I stay safe?</p>
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			Link to significant person/ curriculum area: Chris Packham				
	RE	Christianity What did Jesus teach?	Christianity Christmas – Jesus the gift	Judaism Passover	Christianity Resurrection	Judaism The Covenant	Judaism Rites of Passage and good works
	PE	Dance	Gymnastics	Ball skills	Invasion games	Target games and net and wall	Athletics
	Science	Types of Animals	Identifying Materials		Comparing Materials	Parts of Animals Changing Seasons	Plants
	Computing	Class teachers to ensure online safety (Digital Literacy) is taught discretely in the Autumn term but also incidentally to respond to the needs of their class .					
		<u>Online Safety - Project Evolve</u> Self-Image & Identity Online Relationships Online Reputation Online Bullying Online Bullying Managing Online Information Privacy and Security	<u>Programming</u> Children will build resilience when working independently and as part of a team to write algorithms and debug programs.	<u>AfL</u> Teachers and children reflect upon their growth and learning throughout the year and address any areas of the curriculum that require further attention.			
	DT	Materials <i>Tearing, rolling, curling, Joining materials</i>	Textiles How can two squares of fabric keep you warm? Create a running stitch Select tools for sewing Thread a needle	Food and Nutrition How does food affect your senses? <i>Peel, chop and grate a selection of vegetables Modify food to suit food senses</i>			

Mental Health and Wellbeing

Zones of Regulation curriculum World Mental Health Day	Zones of Regulation curriculum Children's Mental Health Week –meaningful connections	Zones of Regulation curriculum
Outdoor Learning		
Children will take part in Forest school every week the outcomes of which are child-led. There will be learning opportunities linked to the science and geography curriculum as well as their interests. They will develop their skills based knowledge as and when appropriate.		

Personal Development Y2

No Outsiders						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Intention	To welcome different people.	To have self-confidence.	To understand what diversity is.	To think about what makes a good friend.	To communicate in different ways.	To know we belong
Shared Text	Can I Join Your Club? By John Kelly and Steph Laberis	How to Be a Lion by Ed Vere	The Great Big Book of Families by Mary Hoffman and Ros Asquith	Amazing by Steve Antony	What the Jackdaw Saw by Julia Donaldson and Nick Sharratt	All are Welcome by Alexandra Penfold and Suzanne Kaufman
						


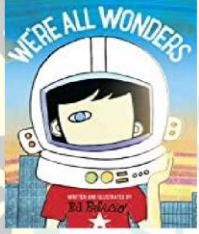
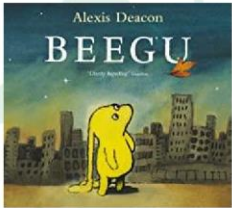
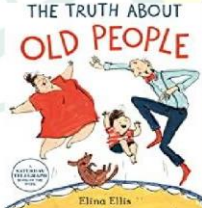

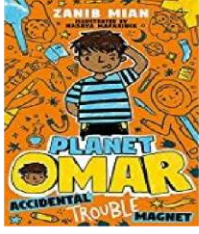
PSHE/RSE	<u>Physical Health and Mental Wellbeing</u>	<u>Living in the Wider World</u>	<u>Relationships</u>
	<p style="text-align: center;">Mental Wellbeing Can I recognise and talk about my emotions? Do I have the vocabulary to talk about their feelings of others?</p> <p style="text-align: center;">Health How can we be active, eat well and make sure we know about personal hygiene and the importance of handwashing?</p> <p style="text-align: center;">Internet safety and harms How to I keep my personal information private? How do I use the information I see online?</p>	<p style="text-align: center;">Belonging to a Community What communities/ groups do I belong to?</p> <p style="text-align: center;">Economic Wellbeing What can we do with money? How do I keep my money safe?</p> <p style="text-align: center;">Careers Autumn Career focus: Authors (Re-writing a well-known text) Link to significant person/ curriculum area: English (Julia Donaldson/Mini Grey)</p> <p style="text-align: center;">Spring Career focus: Scientists in a variety of areas Link to significant person/ curriculum area: Science (David Attenborough)</p> <p style="text-align: center;">Summer Career focus: Architects Link to significant person/ curriculum area: History/Geography (Samuel Pepys/ Sir Christopher Wren)</p>	<p style="text-align: center;">Families and people who care for me How does my family compare to the families of others in my class?</p> <p style="text-align: center;">Caring friendships What are the characteristics of a good friend?</p> <p style="text-align: center;">Respectful relationships How can I improve my relationships with others? What is bullying?</p> <p style="text-align: center;">Online relationships How do I stay safe online?</p> <p style="text-align: center;">Being Safe How can I stay safe? Who can help me?</p>

RE	Christianity What did Jesus teach?	Christianity Christmas – Jesus the gift	Judaism Passover	Christianity Resurrection	Judaism The Covenant	Judaism Rites of Passage and good works
	PE	Ball skills Team work developing	Fitness Building Stamina	Dance Agility, balance and coordination	Gymnastics Agility, balance and coordination	Athletics Running and Jumping

	Science	Living things and their Habitats/Uses of everyday Materials	Seasonal changes and Plants Uses of Everyday Materials	Seasonal changes and Plants Animals including Humans	Seasonal changes and Plants Animals including Humans	Seasonal changes and Plants Animals including Humans	Growing Plants
	Computing	<i>Class teachers to ensure online safety (Digital Literacy) is taught discretely in the Autumn term but also incidentally to respond to the needs of their class.</i>					
	Computing	<u>Online Safety - Project Evolve</u> Self-Image & Identity Online Relationships Online Reputation Online Bullying Online Bullying Managing Online Information Privacy and Security		<u>Programming</u> Children will build resilience when working independently and as part of a team to write algorithms and debug programs.		<u>Computer art</u> Children will work independently or in teams to create art	<u>Presentation skills</u> <u>AfL</u> Teachers and children reflect upon their growth and learning throughout the year and address any areas of the curriculum that require further attention.
	DT	Mechanisms Fairground Wheel	Textiles Pouches	Cooking and Nutrition a balanced Diet	Mechanisms Making a moving Monster	Structures; Baby Bear's Chair	
Mental Health and Wellbeing							
Zones of Regulation curriculum World Mental Health Day			Zones of Regulation curriculum Children's Mental Health Week –meaningful connections			Zones of Regulation curriculum World Mental Health Day	
Outdoor Learning							

<p style="text-align: center;">Autumn 1</p> <p style="text-align: center;">Science – exploring nature local environment</p> <p style="text-align: center;">Autumn 2</p> <p>English- Children will take part in an experience walk, where they will use their senses to compare an urban area to a woodland area</p> <p>Science- Properties of materials- Children will take part in an autumn walk to collect natural objects and investigate the properties of their findings. .</p>	<p style="text-align: center;">Spring 1</p> <p>Science- Micro habitats- Explore the school grounds to find a number of microhabitats. Complete a tally chart depicting the type of minibeasts living in them.</p> <p>History- The Great Fire of London- Orienteering- Children will use the grounds to hunt for facts about this historic event.</p> <p style="text-align: center;">Spring 2</p> <p>D and T – moving monsters out on the playground</p> <p>Maths- Shape Hunt- Using iPads to record their findings, children will explore the school building and its grounds, to identify everyday examples of common 2D and 3D shapes.</p> <p>Art- Natural materials as painting tools- Children will collect natural resources to create a piece of art, using the resources as painting tools.</p>	<p style="text-align: center;">Summer 1</p> <p>Science- Plants- Children will go to the allotment to plant bulbs and seeds in pots, which they will then observe and monitor.</p> <p>PSHE- Friendships- Role play friendship scenarios on the KS1 yard. Discuss how the different characters Handled each scenario. Discuss how we can help each other to manage and resolve conflict, and how to be a good friend to others</p> <p style="text-align: center;">Summer 2</p> <p>Geography simple grid reference</p> <p>Maths- Measuring- children will explore and compare the lengths of a variety of living things. They will then use rulers and metre sticks to measure and draw the animals on the yards.</p>
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Personal Development Y3

No Outsiders						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Intention	To understand what discrimination means.	To understand what a bystander is.	To know how to be welcoming.	To recognise a stereotype.	To recognise and help an outsider.	To consider living in Britain today.
Shared Text	This is Our House by Michael Rosen	We're All Wonders by R.J Palacio	Beegu by Alexia Deacon	The Truth About Old People by Elina Ellis	The Hueys in the the New Jumper by Oliver Jeffers	Planet Omar: Accidental Trouble Magnet by Zanib Mian
						

PSHE/RSE	<u>Physical Health and Mental Wellbeing</u>	<u>Living in the Wider World</u>	<u>Relationships</u>
	<p>How do different people show how they are feeling? Is how they are behaving appropriate and proportionate to the emotions they are feeling?</p> <p>Why should we be active, eat well and make sure we have good quality sleep? PE – Healthy Lifestyle Science – Animals Including Humans</p> <p>Why do people use the internet? How much time should I spend online? Computing – Online Safety</p> <p>Career focus: Palaeontologist Link to significant person/ curriculum area: Science Autumn 2 - Rocks (Mary Anning)</p>	<p>Belonging to a Community What makes a community?</p> <p>Why is it important to save money?</p> <p>Careers Autumn Career focus: Palaeontologist Link to significant person/ curriculum area: Science Autumn 2 - Rocks Spring Career focus: Chef Link to significant person/ curriculum area: DT Spring 1 - Cuisine Summer Career focus: Anatomist Link to significant person/ curriculum area: Science Summer 1 - Animals Including Humans</p>	<p>What does a stable, caring family look like? What are the different family structures in the wider world?</p> <p>How can friendships be repaired or strengthened? How do I respect the differences of others? What is bullying and how can I help it stop? How do I stay safe online? How do I treat people online? Computing – Online Safety</p> <p>How can I stay safe? Where can I go for help? Career focus: Engineer Link to significant person/ curriculum area: DT Spring - Systems</p>


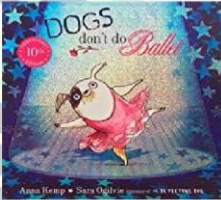
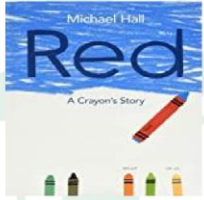
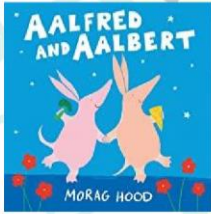
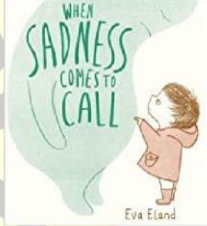

RE	Hinduism	Christianity	Christianity	Christianity	Hinduism	Hinduism
	<p>Divali Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?</p>	<p>Incarnation Has Christmas lost its true meaning?</p>	<p>Jesus' Miracles Could Jesus heal people? Were these miracles or is there some other explanation?</p>	<p>Easter – Forgiveness What is 'good' about Good Friday?</p>	<p>Hindu Beliefs How can Brahma be everywhere and in everything?</p>	<p>Pilgrimage to the River Ganges Would visiting the River Ganges feel special to a non-Hindu?</p>
PE	Net/Wall	Gymnastics	Dance	Invasion Games	Striking	Sticking and fielding
	Agility, Balance and Co-Ordination	Agility, Balance and Co-Ordination	Agility, Balance and Co-Ordination	Basketball, Hockey, Tag Rugby, Netball	Tennis	Cricket Running and Jumping

Science	<p>Rocks The achievements of Mary Anning despite discrimination against women The use of scientific evidence to contradict a received orthodoxy</p>	<p>Light Work of Ibn al-Haytham, a scientist who achieved progress despite the technological limitations of their era The impact of UV light on human skin</p>	Magnets and Forces	<p>Animals, including Humans Understanding the composition of our modern diets & the need for a healthy nutrition</p>	<p>Plants Learning how plants are an essential part of our food chain & their role in biodiversity Interacting with living things safely & respectfully</p>	
Computing	<i>Class teachers to ensure online safety (Digital Literacy) is taught discretely in the Autumn term but also incidentally to respond to the needs of their class.</i>					
	<p><u>Online Safety - Project Evolve</u> Self-Image & Identity Online Relationships Online Reputation Online Bullying Online Bullying Managing Online Information Privacy and Security</p>		<p><u>Programming</u> Children will build resilience when working independently and as part of a team to write algorithms and debug programs.</p>	<p><u>Desktop publishing / Drawing</u> <u>AfL</u> Teachers and children reflect upon their growth and learning throughout the year and address any areas of the curriculum that require further attention.</p>		
DT	Food: Eating seasonally	Structures/Materials: Constructing a castle	Digital world (Computing): Electronic charm	Electrical systems: Electric Poster	Textiles: Egyptian Collars	Mechanics: Pneumatic toys

Mental Health and Wellbeing		
Zones of Regulation curriculum World Mental Health Day RISE Mental Health Awareness Project – What is Mental Health and how can we support good mental health?	Zones of Regulation curriculum Children’s Mental Health Week –meaningful connections	Zones of Regulation curriculum World Mental Health Day RISE Mental Health Awareness Project – What is Mental Health and how can we support good mental health?
Outdoor Learning		

<p>Children spend a lesson exploring the Wonderful Wellies or Beechenhurst to compare how the animals are different to those in the Amazon Rainforest.</p>	<p>Outdoor maths lesson. Pupils practice column addition outside using chalks on the floor.</p> <p>Pupil could then gather equipment (leaves, stones, twigs) to complete calculations.</p>	<p>For Mental health support, pupils look at how the outdoors and increase mood, relax the mind and provide opportunities for exercise.</p> <p>Children to organize some activities to support their peers with this.</p>
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Year 4 Personal Development

No Outsiders						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Intention	To help someone accept difference.	To choose when to be assertive.	To be proud of who you are.	To find a common ground.	To be able to look after our mental health.	To show acceptance.
Shared Text	Along Came Different by Tom McLaughlin	Dog's Don't Do Ballet by Anna Kemp and Sarah Oglivie	Red: A Crayon's story by Michael Hall	Aalfred and Aalbert by Morag Hood	When Sadness Comes to Call by Eva Eland	Julian is a Mermaid by Jessica Love
						

PSHE/RSE	<u>Physical Health and Mental Wellbeing</u>	<u>Living in the Wider World</u> Belonging to a Community (Community, Environment & Rule of Law) How can our choices make a difference to others and the environment? Economic Wellbeing (Money) What decisions can people make with money? (media influence) Careers Autumn Career focus: Electrician Link to Thomas Edison/ Joseph Swan curriculum area: Science- electricity Spring Career focus: Nutritionist / Chef Link to Elsie Widdowson curriculum area: Design & Technology Summer Career focus: Explorer Link to Sir Ranulph Twisleton-Wykeham-Fiennes Curriculum area: English & Science (States of Matter)	<u>Relationship</u> Relationships Families and people who care for me What are the characteristics of a healthy family life? How do family members support each other in challenging times? Caring Friendships Who can I trust? Respectful Relationships How does self-respect link to happiness? What is bullying? How can I help when someone is being bullied? Online Relationships How do I stay safe online? How do I know who I am taking to online? Is my information safe online
	Mental Wellbeing Do I understand the scale of emotions that different people feel? Where can I/ people turn for support? Health Why Should we be active, eat well and look after our teeth? Internet Safety and Harms So what if I'm not old enough? How can I be respectful online?		


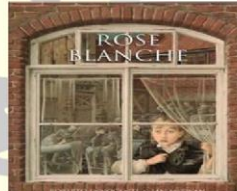
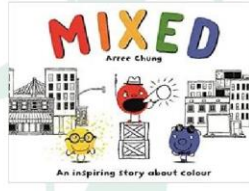
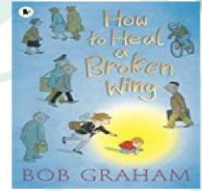
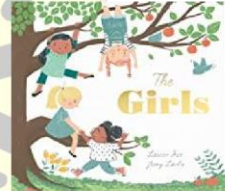

RE	Buddha's teachings	Buddha's teachings	The 8 fold path	The 8 fold path	The 8 fold path	The 8 fold path
	Key question: Is it possible for everyone to be happy?	Key question: what is the most significant part of the nativity story for Christians today?	Key question: can the Buddha's teachings make the world a better place?	Key question: Is forgiveness always possible for Christians?	Key question: what is the best way for a Buddhist to lead a good life?	Key question: Do people need to go the church to show they are Christian?
PE	Religion: Buddhism	Religion: Christianity	Religion: Buddhism	Religion: Christianity	Religion: Buddhism	Religion: Christianity
	Invasion Games Basketball, Hockey, Tag Rugby, Netball	Dance Agility, Balance and Co-Ordination	Gymnastics Agility, Balance and Co-Ordination	Net/Wall Agility, Balance and Co-Ordination	Striking and fielding Rounders and Cricket	Athletics Running and Jumping

	Science	States of Matter Living things and their habitats	Sound Living things and their habitats	Electricity Living things and their habitats	Living things and their habitats Dangers to living things	Animals including humans (Digestive system)
	Computing	<i>Class teachers to ensure online safety is taught discretely but also incidentally to respond to the needs of their class. Class teachers to provide opportunities for children to apply skills in using PCs, iPads and Chromebooks across the curriculum.</i>				
		Online Safety Children will continue to build on their knowledge of 'Self-Image & Identity' and 'Online Relationships.' Links PSHE	Online Safety Children will continue to build on their knowledge of 'Online Reputation' and 'Online Bullying.' Links PSHE	Online Safety Children will continue to build on their knowledge of 'Managing Online Information' and 'Health, Wellbeing and Lifestyle.' Links PSHE	Online Safety Children will continue to build on their knowledge of 'Privacy and Security' and 'Copyright & Ownership.' Links PSHE	Online Safety Children will revisit their knowledge Links PSHE

	DT	Structure: pavilions	Textiles: Fastenings	Mechanical systems: Making a slingshot car	Electrical systems: torches	Digital world: Mindful moments timer	Cooking and nutrition: Adapting a recipe
Mental Health and Wellbeing							
Zones of Regulation curriculum World Mental Health Day RISE Mental Health Awareness Project – What is Mental Health and how can we support good mental health?			Zones of Regulation curriculum Children's Mental Health Week –meaningful connections			Zones of Regulation curriculum World Mental Health Day RISE Mental Health Awareness Project – What is Mental Health and how can we support good mental health?	
Outdoor Learning							

<p>Art – Collecting leaves for observation drawings</p> <p>Science – Observing invertebrates in their microhabitats</p> <p>Classification keys</p> <p>Maths – Walking 1km to identify 100m x10 = 1km</p> <p>Perimeter walk/measurement</p>	<p>Maths/Geography – Coordinates on a map</p> <p>(To be updated throughout the year)</p>	<p>Maths – Active times tables practice games for MTC</p> <p>(To be updated throughout the year)</p>
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Personal Development Y5

No Outsiders						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Intention	To consider consequences	To justify my actions	To consider responses to racist behaviour	To recognise when someone needs help.	To explore friendship	To exchange dialogue and express opinion.
Shared Text	Kenny Lives with Erica and Martina by Olly Pike	Rose Blanche by Ian McEwan and Roberto Innocenti	Mixed by Arree Chung	How to Heal a Broken Wing by Bob Graham	The Girls by Lauren Lee and Jenny Lovelle	And Tango Makes Three by Justin Richardson and Peter Parnall
						

Physical Health and Mental Wellbeing

Children will consider how they can take care of their mental health. They will understand the importance of being active, eating well and making informed choices. They will develop an understanding and awareness of how their body will change. Children will also explore online safety including how the media influence people and how other people's actions online could impact their mental health.

Mental Wellbeing

How can I take care of my mental health?

Health

Do I understand the importance of being active, eating well and making informed choices?

Am I aware of how my body will change?

Internet Safety and Harms

How can the media influence people?
How do other people's actions impact my mental health online?

Living in the wider world

Children will explore how they can be an active member of their local community. They will find out why they do not get to keep all of the money they earn if they get a job.

Belonging To a Community

How can I be an active member of my local community?

Economic Wellbeing (Money)

Why do I not get to keep all of the money I earn?

Careers

Career focus: Animal Behaviourist
Link to significant person/ curriculum area:
Jane Goodall / Science
Spring

Career focus: Astronomer
Link to significant person/ curriculum area:
The Harvard Computers / Science / History
Why should I respect others?
What is bullying? Can I be bullied online?
How do I get help?

Online Relationships

How do I stay safe online?

How should I behave online?

Being Safe

How can I stay safe?
Who do I report concerns to?

Relationships

Children will understand how to identify if family relationships are making them feel unhappy or unsafe and how to get support. They will consider why they need their friends and further develop their understanding of respect for others. Children will explore bullying, being bullied online, and how to get help. They will also understand how they should behave online and how to stay safe both online and in real life.

Families and People Who Care For Me

How do you know if family relationships are making you feel unhappy or unsafe and how do you get help?

Caring Friendships

Do I need my friends?

Respectful Relationships

Summer





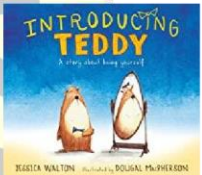
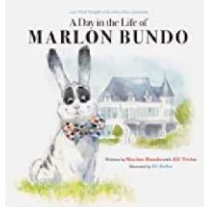
Career focus: Film editor
Link to significant person/ curriculum area: Richard Francis-Bruce (edited Harry Potter) / Computing / English

RE	How Far Would a Sikh go for their Religion?	Is the Christmas story true?	Are Sikh stories important today?	How significant is it for Christians to believe God intended Jesus to die?	What is the best way for a Sikh to show commitment to God?	What is the best way for a Christian to show commitment to God?
PE	Netball – team work invasion games	Football– team work invasion games	Dance - flexibility/ strength team work	Outdoor Adventurous Activity- team work	Cricket –striking and fielding	Tennis Striking – net defence etc

Science	Properties of Materials	Earth and Space	Forces	Changes of Materials	Living Things and Their Habitats	Animals Including Humans			
Computing	<i>Class teachers to ensure online safety (Digital Literacy) is taught discretely in the Autumn term but also incidentally to respond to the needs of their class.</i>								
DT	<u>Online Safety - Project Evolve</u> Self-Image & Identity Online Relationships Online Reputation Online Bullying Online Bullying Managing Online Information Privacy and Security	<u>Programming</u> Children will build resilience when working independently and as part of a team to write algorithms and debug programs.	<u>AfL</u> Teachers and children reflect upon their growth and learning throughout the year and address any areas of the curriculum that require further attention.	Mechanical systems: Pop-up book	Electrical systems: Doodlers	Digital world: Monitoring devices	Structure: Bridges	Textiles: Stuffed toys	Cooking and nutrition: Developing a recipe

Mental Health and Wellbeing		
Zones of Regulation curriculum World Mental Health Day – What is Mental Health and how can we support good mental health?	Zones of Regulation curriculum Children’s Mental Health Week –meaningful connections	Zones of Regulation curriculum World Mental Health Day – What is Mental Health and how can we support good mental health?
Outdoor Learning		
Archaeological dig sites	Area and Perimeter – children will measure the area and perimeter of different items in the playground and outdoor areas. Geography – local sources of energy – wind farm/ solar farm (near Yorkley) Orienteering - They will put up a tent, complete some orienteering and make 3D maps	Science –Local area/ habitats

Personal Development Y6

No Outsiders						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Intention	To consider responses to immigration	To consider language and freedom of speech	To overcome fears about difference	To consider the causes of racism	To show acceptance	To consider democracy
Shared Text	King of the Sky by Nicola Davies	The Only Way to Badger by Stella J. Jones and Carmen Saldena	Leaf by Sandra Dieckmann	The Island by Armin Greder	Introducing Teddy by Jessica Walton and Dougal Macpherson	A Day in the Life of Marlon Bundo by Marlon Bundo and Jill Twiss
						

	PSHE/RSE	<p><u>Physical Health and Mental Wellbeing</u> Children will build on their knowledge of Mental Wellbeing, Health and Internet Safety and Harms through exploring the following questions...</p> <p>How do different people show how they are feeling? Is how they are behaving appropriate and proportionate to the emotions they are feeling? Why should we be active, eat well and make sure we have good quality sleep? PE – Discuss regular activities and how they improve our mental and physical health. Science – Animals Including Humans Why do people use the internet? How much time should I spend online? Computing – Digital Literacy</p> <p>Mental Wellbeing Can I do anything to improve my mental health and happiness? What is mental ill health and how can I find support for myself or others?</p> <p>Health Do I understand the importance of being active, eating well and making informed choices? Do I understand how my body will change and do I know how to manage the change?</p> <p>Internet Safety and Harms How do the games and social media I use online impact on my mental health? How do I manage risk in different places and where can I look for support?</p>	<p><u>Living in the wider world</u> Link to Belonging To a Community What are human rights and how do they protect people? Economic Wellbeing (Money) How do I stay in control of my money? Careers Autumn Career focus: Botanist Link to significant person/ curriculum area: Science Carl Linneaus Spring Career focus: Conservationist Link to significant person/ curriculum area: Greta Thunberg (Geography) Summer Career focus: Videographer Link to significant person/ curriculum area: Computing</p>	<p><u>Relationships</u> Children will build on their knowledge of Families and People Who Care for Me, Caring Friends, Respectful Relationships, Online Relationships and Being Safe through exploring the following questions...</p> <p>What does a stable, caring family look like? What are the different family structures in the wider world? How can friendships be repaired or strengthened? How do I respect the differences of others? What is bullying and how can I help it stop? How do I stay safe online? How do I treat people online? Computing – Digital Literacy How can I stay safe? Where can I go for help?</p> <p>Families and People Who Care For Me What is marriage (civil and religious)? Why do people get married? Who can get married (opposite and same sex)?</p> <p>Caring Friendships How do I navigate difficulties in friendships? (pressure and consent)</p> <p>Respectful Relationships What is a stereotype? How does it impact my life? Why should I seek permission? What is bullying? What impact does it have? What are my responsibilities?</p> <p>Online Relationships How do I stay safe online? Who can I trust online? How is my information used online?</p> <p>Being Safe What do appropriate friendships look like? Do vocabulary choices matter when reporting concerns?</p>
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	RE	Islam	Christianity	Christianity	Christianity	Islam	Islam
	PE	<p>Invasion Games Children will develop their skills in games such as basketball.</p>	<p>Net/Wall Children will further develop their racket control and hand-eye co-ordination in games such as tennis and badminton</p>	<p>Gymnastics Children will develop their balance, strength and flexibility whilst performing a range of gymnastic moves.</p>	<p>Invasion Games Children will develop their skills in games such as rugby,</p>	<p>Athletics Children will develop their running, jumping and throwing skill working towards a successful performance at sports day.</p>	<p>Striking and Fielding Children will develop their throwing, catching, and batting skills through games such as cricket and rounders.</p>
	Science	Light and Sight	Our Bodies	<p>Living Things & their Habitats Understanding the impact of human activity on population numbers via binomial classification Appreciating the disproportionate consumption of living things in the occidental world, viz. the likely need to derive protein from invertebrates Understanding the dangers & necessity of microorganisms</p>	<p>Evolution & Inheritance Developing a sophisticated understanding of the way received scientific orthodoxy changes over time, often but not necessarily in conflict with systems of belief, while realising that ideas do not develop gradually or universally but rather that political change can drive accepted theory</p>	<p>Electricity Examining the life of Nikola Tesla who died destitute despite his innovations due to the acts of others, often as part of political or commercial campaigning</p>	Review and celebration

Computing	<i>Class teachers to ensure online safety (Digital Literacy) is taught discretely in the Autumn term but also incidentally to respond to the needs of their class.</i>					
	<u>Online Safety - Project Evolve</u> Self-Image & Identity Online Relationships Online Reputation Online Bullying Online Bullying Managing Online Information Privacy and Security		<u>Programming</u> Children will build resilience when working independently and as part of a team to write algorithms and debug programs.		<u>AfL</u> Teachers and children reflect upon their growth and learning throughout the year and address any areas of the curriculum that require further attention.	
DT	Digital world: Navigating the world	Cooking and nutrition: Come dine with me	Structure: Playgrounds	Textiles: Waistcoats	Electrical systems: Steady hand game	Mechanical systems: Automata toys
Mental Health and Wellbeing						
Zones of Regulation curriculum World Mental Health Day		Zones of Regulation curriculum Children's Mental Health Week –meaningful connections		Zones of Regulation curriculum World Mental Health Day		
Outdoor Learning						
		Geography exploring pollution in our local area. Children will explore the litter in the local area and complete a litter picking activity. They will also document car pollution at the school gates and record this in a table.		Teambuilding skills as an end of year celebration. Year 6 will complete a range of teambuilding activities outside the classroom to help prepare them for making new friendships in secondary school. Year 6 residential		

EYFS Discrete Personal Development

Autumn	Spring	Summer
<p><u>Healthy and Safe Behaviours</u> E- safety Anti-bullying week NSPCC Pants NSPCC Speak Out Stay Safe Be Safe Be Seen Campaign</p> <p><u>Character Development</u> Anti-bullying week – November Safer Internet Day – February Performances – Christmas Nativity Charity events Severnbanks & British Values assembly programme Weekly Sing-Up Diversity Day</p> <p><u>Severnbanks Values & British Values</u> Severnbanks & British Values assembly programme Daily emersion in values Black History 'No Outsiders' first week of each half term – Protected Characteristics Diversity Day</p>	<p><u>Healthy and Safe Behaviours</u> Safer Internet Day NHS Tooth brushing scheme (EYFS) Assembly programme</p> <p><u>Character Development</u> Charity events Severnbanks & British Values assembly programme Weekly Singing</p> <p><u>Severnbanks Values & British Values</u> Severnbanks Values assembly programme British Values assembly programme 'No Outsiders' first week of each half term – Protected Characteristics</p>	<p><u>Healthy and Safe Behaviours</u> E-safety Stranger Danger</p> <p><u>Character Development</u> Transition – Empathy Day Severnbanks & British Values assembly programme PCSO visit – the role of a police officer Weekly Singing</p> <p><u>Severnbanks Values & British Values</u> Severnbanks & British Values assembly programme 'No Outsiders' first week of each half term – Protected Characteristics</p>

EYFS Additional Personal Development Experiences

St Mary's Church- Christmas carol concert
 Nativity
 PCSO visit – The role of a police officer
 Library Visit
 Wonderful Wellies
 Learning links with school

YEAR 1 Discrete Personal Development

Autumn	Spring	Summer
<p><u>Healthy and Safe Behaviours</u> Zones of Regulation (SEND Pupils) Anti-bullying week NSPCC Pants NSPCC Speak Out Stay Safe Be Safe Be Seen Campaign</p> <p><u>Character Development</u> Anti-bullying week – November Safer Internet Day – February Charity events – Hello Yellow Severnbanks & British Values assembly programme Diversity Day Weekly Singing Performance – Christmas</p> <p><u>Severnbanks Values & British Values</u> Severnbanks & British Values assembly programme Black History Diversity Day ‘No Outsider Project’ – Protected Characteristics</p>	<p><u>Healthy and Safe Behaviours</u> E-safety Safer Internet Week</p> <p><u>Character Development</u> World Book Day Severnbanks Values & British Values assembly programme Weekly Singing</p> <p><u>Severnbanks Values & British Values</u> Severnbanks Values & British Values assembly programme ‘No Outsider Project’ – Protected Characteristics</p>	<p><u>Healthy and Safe Behaviours</u> Stranger Danger E-safety</p> <p><u>Character Development</u> Transition Empathy Day Charity events – Values Assembly programme Severnbanks & British Values assembly programme Weekly Singing</p> <p><u>Severnbanks Values & British Values</u> Severnbanks Values & British Values assembly programme ‘No Outsider Project’ – Protected Characteristics</p>
<p><u>Year 1 Additional Personal Development Experiences</u></p> <p>St Mary’s Church- Christmas carol concert Nativity Pantomime PCSO visit – The role of a police officer Library Visit Wonderful Wellies Whole class strings Learning links with school</p>		

YEAR 2 Discrete Personal Development

Autumn

Healthy and Safe Behaviours

Zones of Regulation (SEND)
E- safety: searching safely, email
Anti-bullying week
NSPCC Pants

NSPCC Speak Out Stay Safe
Be Safe Be Seen Campaign

Character Development

Zones of Regulation
Anti-bullying week – November
E-safety Week – February

Safer Internet Day – February
Charity events – Hello Yellow

Severnbanks & British Values assembly
programme

Weekly Singing

Severnbanks Values & British Values/DEIB

Severnbanks & British Values assembly programme
Black History

'No Outsiders Project' – Protected Characteristics

Spring

Healthy and Safe Behaviours

Zones of Regulation (SEND)
E-safety: online safety

Character Development

Performances – Rock Steady

Severnbanks & British Values assembly programme

Charity events – Comic Relief

World Book Day

Weekly Singing

Severnbanks Values & British Values/DEIB

Severnbanks & British Values assembly
programme

'No Outsiders Project' – Protected
Characteristics

Summer

Healthy and Safe Behaviours

Zones of Regulation
E-safety: online safety
Train, sun and water safety

Character Development

Transition
Empathy Day

Charity events –

Severnbanks & British Values assembly programme
Weekly Singing

Severnbanks Values & British Values/DEIB

Severnbanks & British Values assembly programme
Black History

'No Outsiders Project' – Protected Characteristics

Year 2 Additional Personal Development Experiences

Panto

Dewstow gardens

St Marys church - Christmas carol concert

Library Visit

Author Experience

Learning links with school

YEAR 3 Discrete Personal Development

Autumn	Spring	Summer
<p><u>Healthy and Safe Behaviours</u> Zones of Regulation (SEND) E- safety Anti-bullying week NSPCC Pants NSPCC Speak Out Stay Safe Be Safe Be Seen Campaign</p> <p><u>Character Development</u> Zones of Regulation curriculum Anti-bullying week – November Charity events e.g. Hello Yellow Severnbanks & British Values assembly programme Diversity Day Weekly Singing</p> <p><u>Severnbanks Values & British Values/DEIB</u> Severnbanks & British Values assembly programme Black History ‘No Outsiders Project’ – Protected Characteristics Diversity Day</p>	<p><u>Healthy and Safe Behaviours</u> Zones of Regulation E-safety – passwords, safe use of internet, appropriate content & age ratings</p> <p><u>Character Development</u> Safer Internet Week – February Charity events – Comic Relief World Book Day Severnbanks & British Values assembly programme Weekly Singing Performance – Fundraiser for Refugees</p> <p><u>Severnbanks Values & British Values/DEIB</u> Severnbanks & British Values assembly programme ‘No Outsiders Project’ – Protected Characteristics</p>	<p><u>Healthy and Safe Behaviours</u> Zones of Regulation E safety</p> <p><u>Character Development</u> Charity events – Severnbanks & British Values assembly programme Weekly Singing Language lessons Performance – French Cafe</p> <p><u>Severnbanks Values & British Values/DEIB</u> Severnbanks & British Values assembly programme ‘No Outsiders Project’ – Protected Characteristics Empathy Day</p>
<p align="center"><u>Year 3 Additional Personal Development Experiences</u></p> <p>Learning links with school Livestream Learning – ‘Simply the Stone Age’ St Mary’s church – Christmas carol concert Library Visit Easter Experience Author Experience Techniquest</p>		

YEAR 4 Discrete Personal Development

Autumn	Spring	Summer
<p><u>Healthy and Safe Behaviours</u> Zones of Regulation (SEND) E- safety: malware, plagerism, phishing, healthy screen time Anti-bullying week NSPCC Pants NSPCC Speak Out Stay Safe Be Safe Be Seen Campaign</p> <p><u>Character Development</u> Zones of Regulation Anti-bullying week – November Charity events – Hello Yellow Severnbanks & British Values assembly programme Diversity Day Weekly Sing-Up Performance – Christmas, Rocksteady</p> <p><u>Severnbanks Values & British Values</u> Severnbanks & British Values assembly programme Black History Remembrance 'No Outsiders Project - Protected Characteristics</p>	<p><u>Healthy and Safe Behaviours</u> Zones of Regulation (SEND) E-safety Drug education Anti-bullying Swimming lessons</p> <p><u>Character Development</u> Safer Internet Week Charity events – Comic Relief World Book Day Severnbanks & British Values assembly programme Weekly Sing-Up Performance –</p> <p><u>Severnbanks Values & British Values</u> Severnbanks & British Values assembly programme 'No Outsiders Project - Protected Characteristics</p>	<p><u>Healthy and Safe Behaviours</u> Zones of Regulation (SEND) E-safety</p> <p><u>Character Development</u> Transition Charity events – Severnbanks & British Values assembly programme Empathy Day Weekly Sing-Up French Café Language lessons Trust Tables Challenge</p> <p><u>Severnbanks Values & British Values</u> Severnbanks & British Values assembly programme 'No Outsiders Project - Protected Characteristics Empathy Day</p>

Year 4 Additional Personal Development Experiences

Swimming
 Caerleon visit / museum
 St Mary's church for Christmas carol concert
 Library Visit
 Trip – Skills Zone
 Musicate –
 Sports School Games Athletics
 Learning links with school

YEAR 5 Discrete Personal Development

Autumn	Spring	Summer
<p><u>Healthy and Safe Behaviours</u> Zones of Regulation (SEND) E- safety: How to report Anti-bullying week NSPCC Speak Out Stay Safe</p> <p><u>Character Development</u> Zones of Regulation curriculum Anti-bullying week – November Performances – Rock Steady, Christmas Charity events e.g. Hello Yellow Severnbanks & British Values assembly programme Weekly Singing Diversity Day Buddies & leaders</p> <p><u>Severnbanks Values & British Values</u> Severnbanks & British Values assembly programme Black History Diversity Day ‘No Outsiders’ – Protected Characteristics</p>	<p><u>Healthy and Safe Behaviours</u> Zones of Regulation (SEND) Online safety Week Safer Internet Day Weekly e-safety retrieval</p> <p><u>Character Development</u> Charity events – Comic Relief World Book Day Severnbanks & British Values assembly programme Weekly Singing Buddies & leaders</p> <p><u>Severnbanks Values & British Values</u> Severnbanks & British Values assembly programme ‘No Outsiders’ – Protected Characteristics</p>	<p><u>Healthy and Safe Behaviours</u> Zones of Regulation (SEND) E-safety PCSO visit – Weekly e-safety retrieval Sponsored walk</p> <p><u>Character Development</u> Performances – Y6 performance, Rock Steady Charity events – Severnbanks & British Values assembly programme Weekly Singing Empathy Day Buddies & leaders PGL & Transition days</p> <p><u>Severnbanks Values & British Values</u> Severnbanks & British Values assembly programme Empathy Day ‘No Outsiders’ – Protected Characteristics New parliament - democracy</p>

Year 5 Additional Personal Development Experiences

St Mary’s church - Christmas carol concert
 Library Visit
 Sports School Games Athletics
 Young Voices
 London Trip
 Swimming
 Whole class instruments
 Mini Police
 Learning links with school

YEAR 6 Discrete Personal Development

Autumn	Spring	Summer
<p><u>Healthy and Safe Behaviours</u> Zones of Regulation (SEND) E- safety: How to report Anti-bullying week NSPCC Speak Out Stay Safe</p> <p><u>Character Development</u> Zones of Regulation curriculum Anti-bullying week – November Performances – Rock Steady, Christmas Charity events e.g. Hello Yellow Severnbanks & British Values assembly programme Weekly Sing-Up Diversity Day Buddies & leaders</p> <p><u>Severnbanks Values & British Values/DEIB</u> Severnbanks & British Values assembly programme Black History Diversity Day ‘No Outsiders’ – Protected Characteristics</p>	<p><u>Healthy and Safe Behaviours</u> Zones of Regulation (SEND) Online safety Week Safer Internet Day Weekly e-safety retrieval</p> <p><u>Character Development</u> Charity events – Comic Relief World Book Day Severnbanks & British Values assembly programme Weekly Sing-Up Buddies & leaders</p> <p><u>Severnbanks Values & British Values/DEIB</u> Severnbanks & British Values assembly programme ‘No Outsiders’ – Protected Characteristics</p>	<p><u>Healthy and Safe Behaviours</u> Zones of Regulation (SEND) E-safety PCSO visit – Weekly e-safety retrieval Sponsored walk</p> <p><u>Character Development</u> Performances – Y6 performance, Severnbanks & British Values assembly programme Weekly Sing-Up Empathy Day Buddies & leaders PGL & Transition days</p> <p><u>Severnbanks Values & British Values/DEIB</u> Severnbanks & British Values assembly programme Empathy Day ‘No Outsiders’ – Protected Characteristics New parliament - democracy</p>

Year 6 Additional Personal Development Experiences

St Mary’s church - Christmas carol concert
 Library Visit
 Sports School Games Athletics
 Outdoor Learning Residential -PGL
 Young Voices
 London Trip
 Learning links with school

Leadership Programme	
EYFS	Classroom Special Helpers
Y1	Learning Ambassadors School council Classroom Responsibility
Y2	Learning Ambassadors School council Classroom Responsibility Play leaders for reception
Y3	Learning Ambassadors School council Classroom Responsibility Wellbeing buddies
Y4	Learning Ambassadors School council Classroom Responsibility Wellbeing buddies
Y5	Learning Ambassadors School council Classroom Responsibility Play leaders Eco Warriors Reading Buddies Wellbeing buddies
Y6	Learning Ambassadors School Council Librarians Personal Assistants Corridor monitors Play leaders ECO Warriors Reading Buddies Wellbeing buddies

Clubs and activities

Clubs and activities			
	Autumn	Spring	Summer
EYFS		Stay and Play	Stay and Play Art club
Y1		Stay and Play	D and T Art club
Y2		Lego club Stay and Play	Cooking Club D and T
Y3	Chess Doodle Choir Football Netball	Chess Doodle Welsh club	Chess Doodle Dance
Y4	Chess Choir Doodle Football Netball	Chess Choir Doodle	Doodle Dance
Y5	Chess Choir Multisports	Chess Choir Multi sports Football Netball	Chess Football Netball Handy person Club
Y6	Chess Multi sports	Chess Multi sports Football Netball	Chess Football Netball Handy person club



Severnbanks Assembly Programme (number of brackets relate to the articles in the Rights Respecting School UNCRC)
 Severnbanks STARS/ Values/ drivers British values Safeguarding Learning Nutrient

Autumn 1	Learning Nutrients/ Values	Global Citizenship theme	Special Days
1	Expectations – Reminder of where Stars Shine Reminder of Value for term Honesty	Global citizenship – what is it ? Key themes	Team work – Severnbanks Team
2	Learning nutrients: Ambition Link to the driver aspiration (Aspire and achieve / learning ambassadors) Curriculum what is ours?	We are all unique – Shine by Sarah Asuquo link to Equality (8)	The creation story (Christianity) (14)
3	Learning nutrient: ambition – not giving up Resilience Learning nutrient ambition Facing your fears	Resilience – learning from our mistakes	British Value : Rule of Law (focus on right and wrong) Value of them Honesty) (1,4,40)
4	International day of languages (link to British values of Tolerance) (14)	Rosh Hashanah (Jewish New Year) (14)	Individual liberty independence
5	Black history month – Link to Independence and Equality (30/31)	Show you care	World Space Week
6	Learning nutrient what have you done well? SHINE/ Successful learner	Disability and Equality – link to British value of respect School council lead. (23)	World Mental Health Day (24,31)
7	Severnbanks values: value of term :Honesty	National Recycling week (24) Treading Gently on the Earth	Harvest Festival (Christianity) Food bank (27)
8	Learning nutrient: Success and Failure Ambition set backs (Teamwork link)	Y6 Class assembly	Online safety – linked to honesty (17/36)
Half Term			

Autumn 2	Learning Nutrients/ Values	Global Citizenship theme	Special Days
9	Learning nutrient Challenge –I can push myself Making good choices (British Value Liberty)	TRUST vision what it means to us Learning together, with minds that think and hearts that care	Interfaith and anti bullying week (British value Tolerance link) (2.13.14.15)
10	Remembrance (link to British Value of Respect) (38)	Road Safety Week	Sukkot (Judaism) (14)
11	Extraordinary people (aspire and achieve) What Challenged them?	Language learner Celebrating difference linked to respect	Sikhism (14) The birth of Gurur Granth
12	Learning nutrient: Challenge– have we reached our goals? Do I like to be challenged? Parliament week	Y5 assembly	PSHE Gender equality link to British value of Tolerance (2) Parliament week
1 3	Keeping ourselves safe responsibility	Rights Respecting (link to British value of rule of law) (12/13)	Appreciating others Telling the truth (value of honesty)
1 4	Hinduism Creation Story (Hinduism) (14)	The Natural world + (Respect)	Human Rights Day (R and R) School council led Democracy
1 5	Learning nutrient: Challenge – I am successful Successful learners	Hanukkah (Judaism) (14)	Christmas story and advent
End of Term			

Spring 1	Learning Nutrients/ Special Days/ Values	Global Citizenship theme	Special Days
16	Value Trust Learning nutrient: Positivity and praise (team work)	Refugees and migrants (empathy) (10,22) (Charity)	Why are rules important (rule of Law) (1)
17	Enquiry and curiosity – what makes us curious – curriculum (28)	Year 4 Class assembly	World religion Day (14) (Tolerance)
18	Positive mindset (aspire and achieve/ successful learners)	Chinese New Year (30)	Martin Luther King (individual liberty)
19	Value : Rights and Responsibility I have a right to learn. (28) Learning nutrient: - I can give feedback on my learning	School council - assembly on British values	LGBT+ month Relationships can be different to different people
20	Independence – how do we show it ? (Individual Liberty)	Year 3 Class assembly	Children's Mental health (24)
21	How to keep ourselves healthy responsibility (24)	Show you care (Respect)	Safer internet Day (17/36)
Half term			

Spring 2	Learning Nutrients/ Special Days/ Values	Global Citizenship theme	Special Days
22	Learning nutrient : Celebrating and reviewing (29) Aspire and achieve (28)	St David's Day	Ramaden begins (14) Mutual respect and tolerance
23	Team work (15) Which clubs teams do we belong to wider community	Rights Respecting (42) Individual liberty	Easter / shrove Tuesday / Ash Wed Christianity (14)
24	Mutual Respect	Year 2 Class assembly	Trust – privacy trusted adults and a right to privacy (16)
25	World poetry Day 21 March	St Patrick Day	World water Day 21 march (24)
26	Diversity (Tolerance)	School Council – Democracy (12)	Mothering Sunday
27	Trust value who are trusted adults ? (18)	Charity Our school chosen one	World Autism Day (equality) (23)
28	Learning nutrient :I can say how successful something is (28) Successful learners	Y3/4 production (31)	Easter Monday / Good Friday Christianity (14)
End of Term			

Summer 1	Learning Nutrients/ Special Days/ Values	Global Citizenship theme	Special Days
29	Value for summer –Justice (13) (Rule of law)	Earth Day –Treading gently on the Earth – waste and our environment (13)	World Oceans day (8th June) (13)
30	Learning nutrient coaching and supporting : I can show someone else how to do something/ help others	Y1 class assembly	World press Freedom Day – Freedom of speech (12,13) (Mutual Respect for others)
31	SATS week Successful learners (13)	Show you care – what issue do we stand up for? (12)	International nurses day – Appreciate the NHS (24)
32	Road safety (Responsibility)	The final term to earn Global awards- what do we need to do?	Florence Nightingale’s Birthday (famous women)
Half Term			

Summer 2	Learning Nutrients/ Special Days/ Values	Global Citizenship theme	Special Days
33	Learning nutrients : clear outcomes I understand what I am learning and have learnt (13)	Shavout (Judaism 1- 3 June) Tolerance / kindness to others (14)	The final term (countdown) Rule of law we respect the school rules
34	Teamwork Tolerance of others	Language learner Languages around the world (8)	World refugee Day (20,27,10,22) (kindness)
35	Resilience	Reception class assembly	Sports Day celebrations (29)
36	Successful learners : NFER	Clear outcomes (29)	Emmeline Pankhurst’s Birthday

37	SHINE (29)	School council (democracy) (12)	World population Day!
38	Learning nutrient: review of the year.	Charity – supporting others – fundraising	International friendship Day (31)
39	Aspire and achieve – what next?	Celebrating being a Global Citizen awards	Y6 leavers and moving on
End of year			

Links to other policies.

This SMSC policy should be read in conjunction with policies related to PSHE & RSE, Health and Safety, Safeguarding and Child Protection, Behaviour and Anti-Bullying, R.E, Collective Worship, Science, Online Safety and Healthy Schools.