

# **Nettleham Church of England (Voluntary Aided) Junior School**

## **Curriculum**

### **Our School Vision**

As a Christian school we believe that every member of our community should feel wonderful, amazing, loved, valued and unique, because God made us that way. We encourage all our children to achieve the highest possible standards and develop skills to be lifelong learners. Our school values are: Trust, Humility, Thankfulness, Koinonia, Friendship and Endurance.

### **Our Curriculum Vision**

Our curriculum is rooted in our school's Christian identity and reflects our values and vision. Thorough academic learning is balanced and enriched by a wide variety of creative, sporting and musical experiences. We aspire to give all our pupils the opportunities, skills and knowledge to have the best possible chance in life.



# Rationale

## Intent

The Church family is at the heart of our curriculum and our curriculum is taught in such a way as to reflect our values and vision. Our curriculum is based on the principles of balance, coherence and relevance. The curriculum is infused with a well thought-out variety of academic challenges balanced with an array of creative, musical and sporting enrichment opportunities whilst also nurturing personal development. Spiritual, moral, social, cultural development, along with physical and mental wellbeing, underpins all our work. These elements have been carefully considered in designing a broad, balanced and ambitious curriculum for all, which gives children the knowledge to succeed and the skills to become lifelong learners, whichever path they take. We have an aspiration for our children to be successful, independent, resilient, proactive learners, well rounded, passionate pupils so they develop the skills, knowledge and understanding that will set them in good stead for future learning and to give them the best possible chance in life. This is provided in a safe atmosphere of mutual trust, respect and support. We strive to be an inspiring learning community for all which reflect the school and village locality, heritage and community.

## Implementation

Pupils learn best when they are happy, confident and interested. They are supported and challenged by staff through a variety of teaching methods to make connections between different subjects and link this to their own life experiences and prior knowledge. In this way knowledge is retained and learning becomes secure and embedded. Misconceptions are closely monitored and children receive effective and timely feedback. Children are encouraged to take responsibility for their own learning and identify their own mistakes, rectifying them where possible and appropriate.

Staff have excellent subject knowledge, which is constantly being developed, and they use this effectively to motivate all children. They ensure that the learning environment is attractive, stimulating and conducive to the development of knowledge, skills and concepts.

The curriculum is thoroughly enriched with a broad range and variety of trips, visitors and engaging experiences both within lessons, throughout the day and extra-curricular activities to enhance pupil provision. Pupils are regularly encouraged to explore their creativity and imagination through diverse music, sports and art projects and experiences.

Formative and summative assessment are regularly used to inform teacher judgements of attainment and progress allowing staff to identify any gaps and provide suitable levels of intervention, support and challenge. Results are tracked and monitored through our own assessment system and then analysed by subject leaders and senior leaders. All subjects have clearly mapped out skills and knowledge progressions, so prior knowledge is effectively built upon. Marking and feedback is used effectively to further learning, set targets, praise, inform planning, correct misunderstanding, assess, recognise success and showing children next steps to improve through reflecting on comments and personal goal setting.

The whole school family work hard to motivate and inspire our pupils to prepare them for the world they live in today and for life.

### **Impact**

As a result of our broad and rich curriculum, pupils develop detailed knowledge and skills across a range of subjects, recalling and retaining facts and ideas appropriately, and, as a result, achieve well. Where relevant, this is reflected in national test results, where children meet government age related expectations. All pupils read competently and fluently to gain knowledge, understanding and for pleasure. Pupils are given the necessary skills and values to be ready for both the next stage of their education and for their future lives in the wider world. We instil all our pupils with good morals and values to enable them to become tolerant and compassionate individuals.

The effectiveness of our curriculum design is regularly monitored and evaluated by leaders, and adjusted if necessary to ensure the best possible outcomes for all our pupils.



# RHSE

Key:

PSHE Curriculum Coverage – Delivered through the ‘HeartSmart’ curriculum

Science Curriculum Coverage

PE Curriculum Coverage

Computing Curriculum Coverage

DT Curriculum Coverage

RE Curriculum Coverage

First Aid Coverage – Taken from St Johns Ambulance Website which fits with statutory requirements

Additional External workshops to support the RSHE requirements

	Year 3	Year 4	Year 5	Year 6
<b>Relationships Education</b>				
<p><b>Families and people who care for me</b> <i>Pupils should know...</i></p>	<p>F1 – that families are important for children growing up because they give love, security and stability. F6 – how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>	<p>F1 – that families are important for children growing up because they give love, security and stability. F2 – the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives F3 – that others’ families, either in school or in the wider world, sometimes look different from their family, but they should respect those differences and know that other children’s families are also characterised by love and care F4 – that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up <i>How environmental changes may have an impact on living things</i></p>	<p>F1 – that families are important for children growing up because they give love, security and stability. F2 – the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives F4 – that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up F6 – how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>	<p>F1 – that families are important for children growing up because they give love, security and stability. F3 – that others’ families, either in school or in the wider world, sometimes look different from their family, but they should respect those differences and know that other children’s families are also characterised by love and care F5 – that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong <i>Describe how living things are classified into broad groups according to common observational characteristics and based on similarities and differences</i> <i>Understanding that family rites of passage and beliefs are really important within different religions and are believed to help support the idea of families being important to give love, security and stability.</i> <i>Understand how marriage is an important legal and religious commitment of two people who love each other</i> <i>To respect how different religions have varying beliefs on families, roles and responsibilities and the bringing up children</i></p>

	Year 3	Year 4	Year 5	Year 6
<b>Caring Friendships</b> <i>Pupils should know...</i>	<p>CF1 – how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>CF2 – the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>CF3 – the healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>CF4 – that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <p>CF5 – how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if need</p> <p>Complete a basic outdoor problem solving challenge</p>	<p>CF1 – how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>CF2 – the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>CF3 – the healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>CF4 – that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <p>CF5 – how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if need</p>	<p>CF1 – how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>CF2 – the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>CF3 – the healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>CF4 – that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <p>CF5 – how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if need</p>	<p>CF1 – how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>CF2 – the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>CF3 – the healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>CF4 – that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <p>CF5 – how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if need</p> <p>Design and complete your own orienteering course developing teamwork, resilience and cooperation</p> <p>Know how to support others in improving their own performance</p> <p>Caring for each other and the world – creation and science</p>
<b>Respectful Relationships</b> <i>Pupils should know...</i>	<p>RR2 – practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>RR3 – the conventions of courtesy and manners</p> <p>RR4 – the importance of self-respect and how this links to their own happiness</p> <p>RR5 – that in school and in wider society they can expect to be treated with respect by others, and in turn they should show due respect to others, including those in authority</p> <p>RR7 – what a stereotype is,</p>	<p>RR1 – the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>RR2 – practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>RR3 – the conventions of courtesy and manners</p> <p>RR4 – the importance of</p>	<p>RR1 – the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>RR2 – practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>RR4 – the importance of self-respect and how this links to their own happiness</p>	<p>RR1 – the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>RR2 – practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>RR4 – the importance of self-respect and how this links to their own happiness</p>

	Year 3	Year 4	Year 5	Year 6
	and hoe stereotypes can be unfair, negative or destructive <b>Understand and respect differences and diversity</b>	self-respect and how this links to their own happiness RR5 – that in school and in wider society they can expect to be treated with respect by others, and in turn they should show due respect to others, including those in authority RR6 – about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primary reporting bullying to an adult) and how to get help RR8 – the importance of permission-seeking and giving in relationships with friends, peers and adults <b>Know when to ‘move on’ in an activity and know what to change to challenge themselves but make sure the activity is still inclusive</b> <b>Understand and respect differences and diversity</b> Responsibility of creation (including caring for each other)	RR5 – that in school and in wider society they can expect to be treated with respect by others, and in turn they should show due respect to others, including those in authority RR6 – about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primary reporting bullying to an adult) and how to get help <b>Understand and respect differences and diversity</b>	RR5 – that in school and in wider society they can expect to be treated with respect by others, and in turn they should show due respect to others, including those in authority RR6 – about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primary reporting bullying to an adult) and how to get help <b>Know what is expected in relation to conduct and etiquette in various scenarios or contexts</b> <b>Can work independently to set up the lesson and transition between activities whilst challenging themselves and others in a supportive cooperative manner in various activities</b> <b>Understand and respect differences and diversity</b> Responsibility of creation (including caring for each other)
<b>Online relationships</b> <i>Pupils should know...</i>	OR1 – that people sometimes behave differently online, including by pretending they are someone they are not OR3 – the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them OR5 – how information and data is shared online <b>Cyberbullying</b> <b>Use technology safely, respectfully and responsibly; recognise acceptable /unacceptable behaviour; identify a range of ways to report concerns about content and contact</b>	<b>Use technology safely, respectfully and responsibly; recognise acceptable /unacceptable behaviour; identify a range of ways to report concerns about content and contact</b>	OR1 – that people sometimes behave differently online, including by pretending they are someone they are not OR4 – how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met <b>Email safety (people are who they say they are)</b> <b>How we can communicate with others online? (zip it, block it, flag it)</b> <b>Use technology safely, respectfully and responsibly; recognise acceptable /unacceptable behaviour; identify a range of ways to report concerns about content and contact</b>	OR1 – that people sometimes behave differently online, including by pretending they are someone they are not <b>Social media and Weiquette – case studies (how should you respond?)</b> <b>Use technology safely, respectfully and responsibly; recognise acceptable /unacceptable behaviour; identify a range of ways to report concerns about content and contact</b>
<b>Being safe</b> <i>Pupils should know...</i>	BS3 – that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact BS5 – how to recognise and report feelings of being unsafe or feeling bad about any adult <b>Can cross a road safely</b> <b>Be discerning in evaluation</b>	BS1 – what sort of boundaries are appropriate in friendships with peers and others (including in a digital context) BS5 – how to recognise and report feelings of being unsafe or feeling bad about any adult BS8 – where to get advice e.g. family, school and/or other sources	BS1 – what sort of boundaries are appropriate in friendships with peers and others (including in a digital context) BS4 – how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know BS5 – how to recognise and report feelings of being	BS1 – what sort of boundaries are appropriate in friendships with peers and others (including in a digital context) BS2 – about the concept of privacy and the implications of it both for children and adults; including that it is not always right to keep secrets if they relate to being safe

	Year 3	Year 4	Year 5	Year 6
	digital content	Perform safe self-rescue in different water-based situations Be discerning in evaluation digital content	unsafe or feeling bad about any adult BS6 – how to ask for advice or help for themselves or others, and to keep trying until they are heard BS7 – how to report concerns or abuse, and the vocabulary and confidence needed to do so BS8 – where to get advice e.g. family, school and/or other sources Be discerning in evaluation digital content	BS5 – how to recognise and report feelings of being unsafe or feeling bad about any adult Can ride a bike showing road proficiency and safely Be discerning in evaluation digital content

## Health Education

<p><b>Mental Wellbeing</b> <i>Pupils should know...</i></p>	<p>MW1 – that mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p>MW2 – that there is a normal range of emotions (e.g. happiness, sadness, fear, anger, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p>MW3 – how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others; feelings</p> <p>MW4 – how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>MW7 – isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support <i>To understand more about resilience through exploring the trials that Jesus went through</i> <i>That the Easter story involves Christians going through a range of emotions (how do respond to our different emotions)</i></p>	<p>MW1 – that mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p>MW2 – that there is a normal range of emotions (e.g. happiness, sadness, fear, anger, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p>MW3 – how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others; feelings</p> <p>MW4 – how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>MW5 – the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</p> <p>MW8 – that bullying (including cyberbullying) has a negative and often long lasting impact on mental wellbeing</p> <p>MW9 – where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online)</p> <p>MW10 – it is common for people to experience mental ill health. For many people who do, the problems can be resolved if they right support is made available, especially if accessed early enough <i>Know when to ‘move on’ in an activity and know what to change to challenge themselves but make sure the activity is still inclusive</i> <i>Importance of community in</i></p>	<p>MW1 – that mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p>MW2 – that there is a normal range of emotions (e.g. happiness, sadness, fear, anger, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p>MW3 – how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others; feelings</p> <p>MW4 – how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>MW7 – isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</p> <p>MW8 – that bullying (including cyberbullying) has a negative and often long lasting impact on mental wellbeing <i>Can mentally challenge myself to improve</i> <i>That across many religions (specifically we explore Islam, Christianity and Hinduism) community is very important to offer support and encouragement</i> <i>That within Islam (Zakat), Hinduism (providing alms, offering hospitality) and Christianity (supporting charities) getting involved in service based activity is important to the outworking of their faith</i> <i>Eucharist – being made right with God (to support the wellbeing of those people with a Christian faith)</i> <i>Charity project – raising money for Wah Pre Say – to understand the benefits of community participation,</i></p>	<p>MW1 – that mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p>MW2 – that there is a normal range of emotions (e.g. happiness, sadness, fear, anger, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p>MW3 – how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others; feelings</p> <p>MW4 – how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>MW6 – simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p> <p>MW8 – that bullying (including cyberbullying) has a negative and often long lasting impact on mental wellbeing <i>Spending time being connected to creation to support wellbeing</i> <i>Enterprise project – growing and selling vegetable produce from the school poly tunnel and vegetable beds – to understand the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</i></p>
---	---	---	---	---

	Year 3	Year 4	Year 5	Year 6
		different faiths Pilgrimage – time to connect with God/spiritual experience (supports wellbeing)	voluntary and service-based activity on mental wellbeing and happiness	
<b>Internet Safety and Harms</b> <i>Pupils should know...</i>	ISH6 – how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted Search safety (being aware of what results may come back and what to do including trusted persons) About free access to the internet	ISH1 – that for most people the internet is an integral part of life and has many benefits ISH2 – about the benefits of rationing time spent online, the risk of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing ISH5 – that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health ISH7 – where and how to report concerns and get support with issues online Search safety (being aware of what results may come back and what to do including trusted persons) Password safety – why is it important?	ISH2 – about the benefits of rationing time spent online, the risk of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing ISH3 – how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private ISH4 – why social media, some computer games and online gaming, for example, are age restricted ISH6 – how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted Search safety (being aware of what results may come back and what to do including trusted persons) Email safety (people are who they say they are)	ISH2 – about the benefits of rationing time spent online, the risk of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing ISH3 – how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private ISH4 – why social media, some computer games and online gaming, for example, are age restricted ISH6 – how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted Search safety (being aware of what results may come back and what to do including trusted persons)
<b>Physical Health and Fitness</b> <i>Pupils should know...</i>	PH1 – the characteristics and mental and physical benefits of an active lifestyle PH3 – the risks associated with an inactive lifestyle (including obesity) PH4 – how and when to seek support including which adults to speak to in school if they are worried about their health Can continuously run for over 8 minutes	Can continuously run for over 12 minutes Swim competently and proficiently over a distance of at least 25 metres in a recognised stroke on front Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) Pilgrimage in different faiths	Can learn whilst moving for 40 minutes through vigorous physical activity without a break Can physically challenge myself to improve	Can pace to run distance Take part in vigorous physical activity for 30 minutes or more 3 times a week Know the major muscle groups and how to ensure they are prepared effectively for different activities
<b>Healthy Eating</b> <i>Pupils should know...</i>	HE1 – what constitutes a healthy diet (including calories and other nutritional content) HE2 – the principles of planning and preparing a range of healthy meals Identify that animals, including humans need the right types and amount of nutrition, and that they cannot make their own food they get nutrition from what they eat Design & make a fruit salad and design and make a farmhouse breakfast to understand the	Design and make apple crumble – collecting apples from the school grounds. Understanding the elements of nutrition that go into making the crumble – what aspects of a balanced diet are included in this recipe	To investigate spices that are used within Indian cooking. To prepare, cook and taste Indian meals – vegetarian and meat dishes as well as making a Indian fruit drink  (Optional extra – Fairtrade cooking and enterprise selling to raise money for TearFund) Understand the importance of Fairtrade on	Recognise the impact of describe the effects of diet, exercise, drugs and lifestyle on the way bodies function Pizza making – exploring different pizza's and bases and designing and creating their own pizza with a range of toppings Enterprise project – growing and selling vegetable produce from the school poly tunnel and



	Year 3	Year 4	Year 5	Year 6
	importance of a balanced diet		people around the world	vegetable beds
<b>Drugs, Alcohol and Tobacco</b> <i>Pupils should know...</i>		DAT1 – the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	DAT1 – the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	DAT1 – the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking Recognise the impact of describe the effects of diet, exercise, drugs and lifestyle on the way bodies function
<b>Health and Prevention</b> <i>Pupils should know...</i>	HP6 – the facts and science relation to allergies, immunisation and vaccination Explore the requirements of plants for life and growth	HP5 – about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing How environmental changes may have an impact on living things Identify the different types of teeth in humans and their simple functions and how we can maintain healthy teeth Know how to ensure safety from sun burn and dehydration Perform safe self-rescue in different water-based situations	HP3 – the importance of sufficient good quality sleep for good health and that a lack of good sleep can affect weight, mood and ability to learn Understand how to prepare and recover from physical activity	HP1 – how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body HP6 – the facts and science relation to allergies, immunisation and vaccination Recognise the impact of describe the effects of diet, exercise, drugs and lifestyle on the way bodies function Know what to do to prepare for physical activity and a range of activities Know the major muscle groups and how to ensure they are prepared effectivity for different activities Know how to build a basic shelter and ensure basic needs in outdoor environments
<b>Basic First Aid</b> <i>Pupils should know...</i>	BFA1 – how to make a clear and efficient call to emergency services if necessary BFA2 – concepts of basic first-aid, for example dealing with common injuries including head injuries St Johns Ambulance Lesson – Bites and stings <a href="https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-bites-and-stings-first-aid-lesson-plan-and-teaching-resources/">https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-bites-and-stings-first-aid-lesson-plan-and-teaching-resources/</a> Additional Lesson: St Johns Ambulance Lesson - Emergencies and calling for help <a href="https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-calling-for-help-lesson-plan-and-teaching-resources/">https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-calling-for-help-lesson-plan-and-teaching-resources/</a>	Perform safe self-rescue in different water-based situations St Johns Ambulance Lesson – Asthma <a href="https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-asthma-first-aid-lesson-plan-and-teaching-resources/">https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-asthma-first-aid-lesson-plan-and-teaching-resources/</a> Additional Lesson: St Johns Ambulance Lesson - Burns and Scalds <a href="https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-burns-and-scalds-first-aid-lesson-plan-and-teaching-resources/">https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-burns-and-scalds-first-aid-lesson-plan-and-teaching-resources/</a>	St Johns Ambulance Lesson – Bleeding <a href="https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-bleeding-first-aid-lesson-plan-and-teaching-resources/">https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-bleeding-first-aid-lesson-plan-and-teaching-resources/</a> Additional Lesson: St Johns Ambulance Lesson – Head injuries <a href="https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-head-injuries-lesson-plan-and-teaching-resources/">https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-head-injuries-lesson-plan-and-teaching-resources/</a> Additional Lesson: St Johns Ambulance Lesson – Allergies <a href="https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-allergies-first-aid-lesson-plan-and-teaching-resources/">https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-allergies-first-aid-lesson-plan-and-teaching-resources/</a>	St Johns Ambulance Lesson – Choking <a href="https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-choking-first-aid-lesson-plan-and-teaching-resources/">https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-choking-first-aid-lesson-plan-and-teaching-resources/</a> Additional Lesson: St Johns Ambulance Lesson – Basic Life Support <a href="https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-basic-life-support-first-aid-lesson-plan-and-teaching-resources/">https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-basic-life-support-first-aid-lesson-plan-and-teaching-resources/</a>
<b>Changing</b>	Explore the requirements of	CAB1 – key facts about	CAB1 – key facts about	CAB1 – key facts about

	Year 3	Year 4	Year 5	Year 6
<b>Adolescent Body</b> <i>Pupils should know...</i>	plants for life and growth	puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes	puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes CAB2 – about menstrual wellbeing including the key facts about the menstrual cycle Describe and compare different reproductive processes and life cycles in animals Describe the changes as humans develop to old age	puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes Coming of age ceremonies – Bar Mitzvah and Bat Mitzvah, the Sacred Thread ceremony, Confirmation
<b>Sex Education</b>	<i>“The Department continues to recommend... that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It 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.” DFE RSHE Guidance 2019</i>			
<b>Additional Coverage thorough Collective Worship, School events, Enterprise nights, Community events etc...</b>	<p>All year groups – ‘HeartSmart’ Collective Worship in every term based on the principles taught in PSHE lessons  All year groups – HeartSmart.family available to support families in underpinning the principles taught in school in the home too (achieving common language and embedded understanding)  Year 5 – Puberty education workshop (staff led) – session together initially and then split into sessions with boys and girls separately  Parent Engagement - Year 5 – Opportunity for parents to come in to school to watch the video content that the children will watch in the session and ask any questions prior to the workshop  Year 3 – Visit from Osteopath to talk about bones and how to keep them healthy and how to stay safe and prevent injury  All year groups – Fun Sports – children grouped across the year groups to work together to carry out a range of ‘fun’ sports activities. Year 6’s given the responsibility to be sports leaders to encourage and support the younger children  Year 6 – Sports leaders award  Representing school in sports activities – cooperation, respect of others, conducting themselves appropriately, etiquette, celebrating others achievements, resilience and challenge  Year 6 – Online safety workshop with ‘Dan’ from LCC  Parent Engagement – Google form questionnaire gone out to parents (2019-2020) based on E-Safety provision (82 adult’s responses and 143 children’s responses). Will be offering parents E-Safety sessions to support, upskill and inform parents further  E-safety – to become a half term block (parent consultation to help us target key areas and concerns for our school community)  Year 3 – Visit to Cathedral (sacred space and understanding how this helps connection with God)  Year 4 – Hindu experience, visit from Sunita (understanding diversity and respect for others)  Year 5 – Visit to Hindu Mandir and Mosque (understanding diversity and respect for others even if their beliefs, background and traditions differ from our own)  Year 3 – Visit to Tesco (field to fork) and understanding of where our food comes from and healthy eating  All year groups – Christmas fayre. Make and sell crafts to understand the benefits of community participation, voluntary and service-based activity on mental wellbeing and happiness  Year 5 and 6 – Bi-annual NSPCC workshop based on safe, healthy and respectful relationships (including online safety)  Parent Engagement and All Year groups – Parent run basic First Aid Club</p>			

