

Summer 1 2024 – Personal Development offer

	Topics	In these sessions pupils will ...	Key knowledge that builds on...	Assessment
EYFS	Self-Regulation	<p>Children see themselves as valuable individuals – All children have a named key person who will work closely with them and build positive relationships with. Children’s interests are investigated and facilitated by adults.</p> <p>Identify and moderate their own feelings socially and emotionally – Children regularly take part in Jigsaw circle times. Children are encouraged to have a voice and discuss how they are feeling during all parts of the day. Speech and language interventions are put in place for children who may not be able to articulate their feelings.</p>	<p>The PSED strand is a constant in the EYFS curriculum and underpins all areas of work.</p> <p>AAV: empathy, curiosity, respect, ambition, resilience, confidence and kindness.</p> <p>FBV: democracy, rule of law, tolerance, individual liberty and mutual respect.</p>	<p>Through sustained shared thinking.</p> <p>Conversations with children, questioning and pulling out the key learning from the individual children.</p> <p>All children can have the opportunity to work with their key person. All children can develop relationships with adults in foundation unit.</p> <p>Through sustained shared thinking.</p> <p>Group discussions with the children to gather evidence of what they know and remember.</p>
	Managing Self	<p>Manage their own needs – children are encouraged to be independent throughout the day. Water and snacks are available for them to access and they are encouraged to use the bathroom freely.</p> <p>Show resilience and perseverance – children are encouraged to persevere and continue any tasks in which they may find a challenge with support from an adult. They are given time and the tools to do their best.</p>		
	Building Relationships	<p>Build constructive and respectful relationships – children are given vast opportunity to play with all children in the unit at independent learning time.</p> <p>Express their feelings and consider feelings of others – during the day adults may intervene to help children express their feelings finding the correct language to articulate their needs.</p>		

	<p>Jigsaw Puzzle Relationships– Summer 1 Changing Me – Summer 2</p> <p>Explicit Protected Characteristic lessons</p> <p>Diversity Day</p> <p>Careers Day</p>	<p>Relationships - Family life, Friendships, Breaking friendships, Falling out, Dealing with bullying, Being a good friend</p> <p>Changing Me - Bodies Respecting my body, Growing up, Growth and change, Fun and fears, Celebrations</p> <p>Summer 1 - Race focus –Work planned and delivered in an age-appropriate manner.</p> <p>Summer 2 – Religion and belief focus –Work planned and delivered in an age-appropriate manner.</p> <p>Both would be work around treating children equally. Similarities and differences.</p> <p>Children come to school dressed in clothes which are important to them. Could be clothes that represent their faith, their beliefs, hobbies, country etc. Children will talk with each other about what they are wearing and why it is important to them. Main faith focus – Christianity – The light in the Christingle</p> <p>Children come to school dressed as the career they would like to do when older. Discuss the jobs the children want to do and why. Match pictures of uniforms with jobs.</p>	<p>Please see Jigsaw scheme of work. AAV: curiosity, confident, kindness FBV: individual liberty, mutual respect and tolerance.</p> <p>To build upon work done on the Protected Characteristics in Jigsaw lessons together with where it has been taught in Anti-Bullying week in Autumn 2 together with other Protected Characteristics work in Spring term.</p> <p>Celebrating Difference puzzle- Jigsaw SOW. Church visit at Christmas for Christingle AAV - empathy, kindness. FBV - tolerance, democracy and mutual respect. PC – Race, Religion and belief</p> <p>Cultural Capital Understanding of the World FBV - individual liberty and mutual respect (EYFS self-regulation,</p>	<p>Action and Observation – All children can name the Protected Characteristics. All children can discuss why these two protected characteristics are important and give at least 2 reasons for their importance in our society.</p> <p>Verbal – All children can talk about something that is important to them. Action and Observation – All children can tell one reason why the candle is an important part of the Christingle</p> <p>Action and Observation – All children can match jobs with uniforms.</p>
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			managing self, building relationships).	
Year 1	Jigsaw Puzzle Relationships– Summer 1 Changing Me – Summer 2	Relationships - 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 Changing Me - 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	Please see Jigsaw SOW AAV: curiosity, respect, ambition, confidence and kindness. FBV: democracy, rule of law, individual liberty, mutual respect and tolerance.	Jigsaw summative assessment
	Discovery RE Summer 1 – Judaism Summer 2- Judaism	Summer 1 – Is Shabbat important to Jewish children? Summer 2 – Are Rosh Hashanah and Yom Kippur important to Jewish children?	Please see Discovery RE SOW Spiritual, moral and cultural opportunities AAV: curiosity, respect, and kindness. FBV: individual liberty, mutual respect and tolerance. PC: Religion or belief	Discovery RE summative assessment
	Commando Joes	Summer 1 – Mission 1 – The most important equipment in your bag is your attitude Summer 2 – Mission 2 – If we stick together, we will get more done Please see Commando Joes SOW for more detail.	Please see Commando Joe’s SOW AAV: curiosity, respect, ambition, confidence and kindness. FBV: individual liberty, mutual respect and tolerance.	Action and Observation – All children can talk about ways of sharing our emotions with others and know ways of helping their friends. The children will understand that animals and other living things also need looking after.

	<p>Explicit Protected Characteristic lessons</p> <p>Diversity Day</p> <p>Careers Day</p> <p>Money Matters Week</p>	<p>Summer 1 - Race focus –Work planned and delivered in an age-appropriate manner.</p> <p>Summer 2 – Religion and belief focus –Work planned and delivered in an age-appropriate manner.</p> <p>Both would be work around treating children equally. Similarities and differences. Work planned and delivered in an age-appropriate manner.</p> <p>Children come to school dressed in clothes which are important to them. Could be clothes that represent their faith, their beliefs, hobbies, country etc.</p> <p>Children will talk with each other about what they are wearing and why it is important to them. Main faith focus – Judaism – Festival of light – Hannukah</p> <p>Children come to school dressed as the career they would like to do when older. Discuss the jobs the children want to do and why. Match pictures of uniforms with jobs.</p> <p>My money thoughts and feelings – how does money make me feel? What we do value and why? What can we do with our money?</p>	<p>To build upon work done on the Protected Characteristics in Jigsaw lessons together with where it has been taught in Anti-Bullying week in Autumn 2 together with other Protected Characteristics work in Spring term.</p> <p>Celebrating Difference puzzle- Jigsaw SOW</p> <p>Judaism – Summer term Year 1 – Discovery RE SOW</p> <p>AAV - empathy, curiosity, respect, kindness.</p> <p>FBV - tolerance, democracy and mutual respect.</p> <p>PC – Race, Religion and belief</p> <p>People who keep us safe (Autumn)</p> <p>Dreams and Goals puzzle -Jigsaw SOW.</p> <p>WS school values assembly (Sept).</p> <p>FBV - individual liberty and mutual respect (EYFS self-regulation, managing self, building relationships).</p> <p>Please see Money Matters scheme of work via Young Enterprise</p>	<p>Action and Observation – All children can name the Protected Characteristics. All children can discuss why these two protected characteristics are important and give at least 2 reasons for their importance in our society.</p> <p>Verbal – All children can talk about something that is important to them and give 2 reasons why.</p> <p>Action and Observation – All children can tell one reason why the Menorah is so important.</p> <p>Action and Observation – All children can match jobs with uniforms.</p> <p>Verbal – All children can give a least one example of how we can feel about money, the important</p>
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				things they value and the different things they can do with money.
Year 2	Jigsaw Puzzle Relationships– Summer 1 Changing Me – Summer 2	Relationships- Different types of family, Physical contact boundaries, Friendship and conflict, Secrets, Trust and appreciation, Expressing appreciation for special relationships Changing Me - Life cycles in nature, Growing from young to old, Increasing independence, Differences in female and male bodies (correct terminology), Assertiveness, Preparing for transition	Please see Jigsaw scheme of work. AAV : curiosity, respect, resilience, confidence, kindness. FBV : rule of law, individual liberty, mutual respect and tolerance.	Jigsaw summative assessment
	Discovery RE Summer 1 – Islam Summer 2 – Judaism	Summer 1 – Does going to a Mosque give Muslims a sense of belonging? Summer 2 – What is the best way for a Jew to show commitment to God?	Please see Discovery RE SOW Spiritual, moral and cultural opportunities AAV : curiosity, respect, and kindness. FBV : individual liberty, mutual respect and tolerance. PC : Religion or belief	Discovery RE summative assessment.
	Commando Joe’s	Summer 1 – Excellence is not a skill, it is an attitude. Summer 2 – Being on time is a sign of respect.	Please see Commando Joe’s scheme of work. AAV : curiosity, respect, ambition, confidence and kindness. FBV : individual liberty, mutual respect and tolerance.	Action and Observation – All children know that even when we find things hard we need to persevere. All children can recognise their own behaviours and those of others and learn to work better as a team.
	Explicit Protected Characteristics lessons	Summer 1 - Race focus –Work planned and delivered in an age-appropriate manner.	To build upon work done on the Protected Characteristics in Jigsaw lessons together with where it has	Action and Observation – All children can name

		<p>Summer 2 – Religion and belief focus –Work planned and delivered in an age-appropriate manner.</p> <p>Both would be work around treating children equally. Similarities and differences. Work planned and delivered in an age-appropriate manner.</p>	<p>been taught in Anti-Bullying week in Autumn 2.</p>	<p>the Protected Characteristics. All children can discuss why these two protected characteristics are important and give at least 2 reasons for their importance in our society.</p>
	Diversity Day	<p>Children come to school dressed in clothes which are important to them. Could be clothes that represent their faith, their beliefs, hobbies, country etc.</p> <p>Children will talk with each other about what they are wearing and why it is important to them. Main faith focus – Islam – Ramandan and Eid – The role of light</p>	<p>Celebrating Difference puzzle- Jigsaw SOW Judaism – Spring 1 Year 2 – Discovery RE SOW AAV - empathy, curiosity, respect, kindness. FBV - tolerance, democracy and mutual respect. PC – Race and Religion and Belief</p>	<p>Verbal – All children can give an example of an activity they do and discuss why it is important to them. Action and Observation – All children can tell one reason why light is so important in the festivals of Ramadan and Eid.</p>
	Money Matters Week	<p>My money thoughts and feelings – how does money make me feel? What we do value and why? What can we do with our money?</p>	<p>Please see Money Matters scheme of work via Young Enterprise</p>	<p>Verbal – All children can give a least one example of how we can feel about money, the important things they value and the different things they can do with money.</p>
	Careers Day	<p>Children come to school dressed as the career they would like to do when older. Discuss jobs that are local to our area i.e. Lace industry.</p>	<p>Children naming and identifying a range of jobs. Dreams and Goals – Jigsaw SOW. WS school values assembly (Sept). FBV – individual liberty, mutual respect and tolerance.</p>	<p>Verbal – All children can describe a role that they would like to do when they are older with at least two justifications.</p>

	Sleepover	Children come to school to have a sleepover. They take part in different activities such as gymnastics, story-telling and toasting marshmallows.	AAV - confidence, empathy, resilience and kindness. FBV - individual liberty and mutual respect.	<p>Action and Observation – All children can identify at least one industry local to Nottingham.</p> <p>Action and observation – All children can take part in the activities and show the Ambleside Academy values with each other.</p>
Year 3	<p>Jigsaw Puzzle Relationships– Summer 1 Changing Me – Summer 2</p> <p>Discovery RE Summer 1 - Hinduism Summer 2 - Sikhism</p> <p>Commando Joe’s</p>	<p>Relationships - 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</p> <p>Changing Me - How babies grow, Understanding a baby’s needs, Outside body changes, Inside body changes, Family stereotypes, Challenging my ideas, Preparing for transition</p> <p>Summer 1 – 1 How can Brahman be everywhere and everything? Summer 2 – Do Sikhs think it is important to share?</p> <p>Summer 1 – Mission 1 – Before anything else, preparation is the key to success</p>	<p>Please see Jigsaw scheme of work AAV - curiosity, respect, resilience, confidence, kindness. FBV - individual liberty, mutual respect and tolerance.</p> <p>Please see Discovery RE SOW Spiritual, moral and cultural opportunities AAV: curiosity, respect, and kindness. FBV: individual liberty, mutual respect and tolerance. PC: Religion or belief</p> <p>Please see Commando Joe’s scheme of work</p>	<p>Jigsaw summative assessment</p> <p>Discovery RE Summative assessment</p> <p>Action and Observation – All children can understand how</p>

	<p>Explicit Protected Characteristics lessons</p> <p>Diversity Day</p> <p>Money Matters Week</p>	<p>Summer 2 – Mission 2 – It takes both sides to build a bridge</p> <p>Summer 1 - Race focus –Work planned and delivered in an age-appropriate manner.</p> <p>Summer 2 – Religion and belief focus –Work planned and delivered in an age-appropriate manner.</p> <p>Both would be work around treating children equally. Similarities and differences. Work planned and delivered in an age-appropriate manner.</p> <p>Children come to school dressed in clothes which are important to them. Could be clothes that represent their faith, their beliefs, hobbies, country etc. Children will talk with each other about what they are wearing and why it is important to them. Main faith focus – Hinduism – Diwali Festival of Light</p> <p>Be Money aware – How to keep is safe? How do we keep our money safe online? What are the risks?</p>	<p>AAV: curiosity, respect, resilience, confidence, kindness. FBV: individual liberty, mutual respect and tolerance.</p> <p>To build upon work done on the Protected Characteristics in Jigsaw lessons together with where it has been taught in Anti-Bullying week in Autumn 2 together with other Protected Characteristics work in Spring term.</p> <p>Celebrating Difference puzzle- Jigsaw SOW Hinduism – Autumn 1 and Summer 2 Year 3 – Discovery RE SOW AAV - empathy, curiosity, respect, kindness. FBV - tolerance, democracy and mutual respect. PC – Race and Religion and belief</p> <p>Please see Money Matters scheme of work via Young Enterprise</p>	<p>determination and self-discipline can help us achieve new things. All child can explain why they are grateful for the things other do to us and why it is important to be polite to all.</p> <p>Action and Observation – All children can name the Protected Characteristics. All children can discuss why these two protected characteristics are important and give at least 2 reasons for their importance in our society.</p> <p>Verbal – All children can give an example of an activity and the impact it has on their life. Action and Observation – All children can tell one reason why light is so important in the festivals of Diwali.</p> <p>Verbal – All children can talk about at least 1 way to keep their money safe</p>
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	Careers Day	Children come to school dressed as the career they would like to do when older. Discuss the jobs the children want to do and why. Are jobs the same around our Country?	Children identifying jobs local to Nottingham Dreams and Goals – Jigsaw SOW. WS school values assembly (Sept). FBV – Children have choices about their future (Individual Liberty).	both physically and online. Verbal – All children can describe a role that they would like to do when they are older with at least two justifications. Action and Observation – All children can identify how jobs can change around the country depending on location.
	Into University	Children will learn about what university is, the range of different courses they offer and what university life is like?	Career Day Building upon the Dreams and Goals puzzle from the Jigsaw scheme of work. AAV - curiosity, ambition, resilience, confidence and kindness. FBV - democracy, tolerance, individual liberty and mutual respect.	Verbal – All children can give at least one example of the purpose of university. Action and Observation – All children can work together in small groups investigating the purpose of a new part of education.
Year 4	Jigsaw Puzzle Relationships– Summer 1 Changing Me – Summer 2	Relationships – Jealousy, Love and loss, Memories of loved ones, Getting on and Falling Out, Girlfriends and boyfriends, Showing appreciation to people and animals Changing Me - Being unique, Having a baby, Girls and puberty, Confidence in change, Accepting change, Preparing for transition, Environmental change	Please see Jigsaw scheme of work. AAV: empathy, curiosity, respect, kind. FBV: democracy, individual liberty, mutual respect and tolerance.	Jigsaw summative assessment.

	<p>Discovery RE Judaism – Summer 1 Christianity – Summer 2</p>	<p>Summer 1 – What is the best way for a Jew to show commitment to God? Summer 2- Do people need to go to church to show they are Christians?</p>	<p>Please see Discovery RE SOW Spiritual, moral, cultural and social opportunities. AAV: curiosity, respect, and kindness. FBV: individual liberty, mutual respect and tolerance. PC: religion or belief</p>	<p>Discovery RE summative assessment</p>
	<p>Commando Joe's</p>	<p>Summer 1- When frustration arises – think only of the consequences. Summer 2 – There are two choices. The pain of self-discipline or the pain of regret.</p>	<p>Please see Commando Joe's scheme of work. AAV - empathy, curiosity, respect, ambition, resilience, confidence and kindness. FBV - mutual respect and tolerance.</p>	<p>Action and Observation – All children are able to explain the importance of values and the role of the will to succeed. Children will be able to talk about why self-discipline is important to control their behaviours.</p>
	<p>Music tuition</p>	<p>How to play a range of musical instruments. What is the impact of music upon us as people?</p>	<p>Musical knowledge Musical talents AAV: curiosity, ambition, respect, confidence and kindness FBV: individual liberty and mutual respect</p>	<p>Verbal – All children can name at least three notes Action and Observation – All children can play the instruments and follow simple patterns and melodies.</p>
	<p>Explicit Protected Characteristics lessons</p>	<p>Summer 1 - Race focus –Work planned and delivered in an age-appropriate manner. Summer 2 – Religion and belief focus –Work planned and delivered in an age-appropriate manner.</p>	<p>To build upon work done on the Protected Characteristics in Jigsaw lessons together with where it has been taught in Anti-Bullying week in Autumn 2 together with other Protected Characteristics work in Spring term.</p>	<p>Action and Observation – All children can name the Protected Characteristics. All children can discuss why these two protected characteristics are important and give at</p>

	Diversity Day	<p>Both would be work around treating children equally. Similarities and differences. Work planned and delivered in an age-appropriate manner.</p> <p>Children come to school dressed in clothes which are important to them. Could be clothes that represent their faith, their beliefs, hobbies, country etc.</p> <p>Children will talk with each other about what they are wearing and why it is important to them.</p> <p>Main faith focus – Hinduism – Diwali Festival of Light</p>	<p>Celebrating Difference puzzle- Jigsaw SOW</p> <p>Hinduism – Autumn 1 and Summer 2 Year 3 – Discovery RE SOW</p> <p>AAV - empathy, curiosity, respect, kindness.</p> <p>FBV - tolerance, democracy and mutual respect.</p> <p>PC – Race and Religion and belief</p>	<p>least 2 reasons for their importance in our society.</p> <p>Verbal – All children can give an example of an activity and the impact it has on their life.</p> <p>Action and Observation – All children can tell one reason why light is so important in the festivals of Diwali.</p>
	Money Matters Week	<p>Be Money aware – How to keep is safe? How do we keep our money safe online? What are the risks?</p>	<p>Please see Money Matters scheme of work via Young Enterprise</p>	<p>Verbal – All children can talk about at least three ways to keep their money safe both physically and online.</p>
	Careers Day	<p>Children come to school dressed as the career they would like to do when older. Discuss the jobs the children want to do and why. Are jobs the same around the World?</p>	<p>Children identifying how job opportunities change according to location</p> <p>Dreams and Goals – Jigsaw SOW.</p> <p>WS school values assembly (Sept).</p> <p>FBV – Children have choices about their future and the costs and benefits of these choices (Individual Liberty).</p>	<p>Verbal – All children can identify future jobs with at least three justifications and know a step towards achieving this ambition.</p> <p>Action and Observation – All children can identify how jobs can change around the world.</p>
	Into University	<p>Careers in Action session.</p>	<p>Building upon the Dreams and Goals puzzle from the Jigsaw scheme of work.</p>	<p>Verbal – All children can explain at least two careers and he role university plays in</p>

	Music Tuition	How to play a range of musical instruments. What is the impact of music upon us as people?	<p>AAV - curiosity, ambition, resilience and confidence. FBV - rule of law, individual liberty, mutual respect and tolerance.</p> <p>Musical knowledge Musical talents AAV - curiosity, ambition, respect, confidence and kindness FBV - individual liberty and mutual respect</p>	<p>qualifying for these careers.</p> <p>Verbal – All children can name at least three notes Action and Observation – All children can play the instruments and follow simple patterns and melodies.</p>
Year 5	<p>Jigsaw Puzzle Relationships– Summer 1 Changing Me – Summer 2</p> <p>Discovery RE Summer 1 – Hinduism Summer 2- Christianity</p>	<p>Relationship - 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</p> <p>Changing Me - 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</p> <p>Summer 1 – Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? Summer 2 – What is the best way for a Christian to show commitment to God?</p>	<p>Please see Jigsaw scheme of work for more information. AAV: empathy, curiosity, respect, kind. FBV: individual liberty, mutual respect and tolerance. PC: Race, Religion or belief</p> <p>Please see Discovery RE SOW Spiritual, moral and cultural opportunities. AAV: curiosity, respect, and kindness. FBV: individual liberty, mutual respect and tolerance. PC: Religion or belief</p>	<p>Jigsaw summative assessment</p> <p>Discovery RE summative assessment</p>

	<p>Commando Joe's</p> <p>Music tuition</p> <p>Mini Police</p> <p>Explicit Protected Characteristics lessons</p>	<p>Summer 1 – Mission 1 – The body achieves what the mind believes. Summer 2 – Mission 2- Unity is strength. When there is teamwork, wonderful things can be achieved.</p> <p>Lessons in playing specific instruments.</p> <p>Please see Mini Police bespoke SOW for Ambleside Academy for more detail.</p> <p>Summer 1 - Race focus –Work planned and delivered in an age-appropriate manner.</p>	<p>Please see Commando Joe's scheme of work. AAV: empathy, curiosity, respect, ambition, resilience, confidence and kindness. FBV: mutual respect, tolerance,</p> <p>AAV: curiosity, ambition, resilience and confidence FBV: mutual respect, tolerance, individual liberty.</p> <p>AAV: Respect, confidence, ambition, empathy and kindness FBV: Rule of Law, tolerance, individual liberty and mutual respect.</p> <p>To build upon work done on the Protected Characteristics in Jigsaw lessons together with where it has been taught in Anti-Bullying week in Autumn 2 together with other</p>	<p>Action and Observation – All children know and can talk about the importance of making good life choices. All children understand the need to be patient at certain times and to respect others' opinions and differences.</p> <p>Verbal – All children can give at least three reasons why they enjoy playing the instrument they have chosen. Action and Observation – All children can read music and play the instrument taking into account musical performance.</p> <p>Action and Observation – All children can</p> <p>Action and Observation – All children can name the Protected Characteristics.</p>
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	<p>Into University</p> <p>Diversity Day</p> <p>Careers Day</p>	<p>Summer 2 – Religion and belief focus –Work planned and delivered in an age-appropriate manner.</p> <p>Both would be work around treating children equally. Similarities and differences. Work planned and delivered in an age-appropriate manner.</p> <p>Children will be looking at the purpose of University and the different types of courses that are offered.</p> <p>Children come to school dressed in clothes which are important to them. Could be clothes that represent their faith, their beliefs, hobbies, country etc. Children will talk with each other about what they are wearing and why it is important to them. Judasim – Hannukah Festival of light</p> <p>Children come to school dressed as the career they would like to do when older. Discuss the jobs the children want to do and why. How have jobs changed over time? What has been the influence of technology?</p>	<p>Protected Characteristics work in Spring term.</p> <p>To continue the work from Into University in Spring 2.</p> <p>Celebrating Difference and Being Me in my World puzzle-Jigsaw SOW Judaism – Autumn 1 and Summer 1 Year 4 – Discovery RE SOW AAV - empathy, curiosity, respect, kindness. FBV - tolerance, democracy and mutual respect. PC – Race and Religion and belief</p> <p>Children identifying how job opportunities change according to location in the world Dreams and Goals – Jigsaw SOW. WS school values assembly (Sept). FBV – Career choices / costs and benefits of these choices (Individual Liberty). Children can</p>	<p>All children can discuss why these two protected characteristics are important and give at least 2 reasons for their importance in our society.</p> <p>Verbal – All children ca talk about the different courses that can be offered at University.</p> <p>Verbal – All children can give an example of an activity they do and explain the impact it has on theirs and others lives. Action and Observation – All children can tell discuss giving 2 examples of why Hannukah is important in the Jewish faith.</p> <p>Verbal – All children can identify at least two things that have changed over time from the job examples and explain why these have changed. Action and Observation – All children can discuss</p>
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	Money Matters Week	Be Money aware – How to keep is safe? How do we keep our money safe online? What are the risks?	recognise the value in other people’s choices (mutual respect). Please see Money Matters scheme of work via Young Enterprise	types of technology that can further help with these jobs. Verbal – All children can talk about potential scams and ways they can help protect their money online.
Year 6	Jigsaw Puzzle Relationships– Summer 1 Changing Me – Summer 2	Relationships - 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 Changing Me - Self-image, Body image, Puberty and feelings, Conception to birth, Reflections about change, Physical attraction, Respect and consent, Boyfriends/girlfriends, Sexting, Transition	Please see Jigsaw scheme of work for more information. AAV : empathy, curiosity, respect, kind. FBV : individual liberty, mutual respect and tolerance. PC : Age, Disability, sexual orientation and Gender reassignment	Jigsaw summative assessment
	Discovery RE Summer 1 and 2 - Islam	Does belief in Akhirah(life after death) help Muslims lead good lives?	Please see Discovery RE SOW Spiritual and cultural opportunities. AAV : curiosity, respect, and kindness. FBV : individual liberty, mutual respect and tolerance. PC : Religion or belief	Discovery RE summative assessment
	Commando Joe’s	Summer 1 – Mission 1 – Do what you love and the money will follow Summer 2 – Mission 2 – The limits of my language are the limits of my world.	Please see Commando Joe’s scheme of work. AAV : empathy, curiosity, respect, ambition, resilience, confidence and kindness. FBV : mutual respect, rule of law, individual liberty	Action and Observation – All children know and explain the meaning of justice. All children can explain why it is important to act with the needs, feelings and

	<p>Music Tuition</p>	<p>Lessons in playing specific instruments.</p>	<p>AAV: curiosity, ambition, resilience and confidence FBV: mutual respect, tolerance, individual liberty.</p>	<p>rights of others in mind. All children can describe how to treat others fairly and justly.</p> <p>Verbal – All children can talk about why they play an instrument and the impact it has on them. Action and Observation – All children can read music and play the instrument taking into account musical performance. Action and observation – All children can talk about things they are proud of and grateful for.</p>
	<p>Explicit Protected Characteristics lessons</p>	<p>Summer 1 - Race focus –Work planned and delivered in an age-appropriate manner.</p> <p>Summer 2 – Religion and belief focus –Work planned and delivered in an age-appropriate manner.</p> <p>Both would be work around treating children equally. Similarities and differences. Work planned and delivered in an age-appropriate manner.</p>	<p>To build upon work done on the Protected Characteristics in Jigsaw lessons together with where it has been taught in Anti-Bullying week in Autumn 2 together with other Protected Characteristics work in Spring term.</p>	<p>Action and Observation – All children can name the Protected Characteristics. All children can discuss why these two protected characteristics are important and give at least 2 reasons for their importance in our society.</p>
	<p>Diversity Day</p>	<p>Children come to school dressed in clothes which are important to them. Could be clothes that</p>	<p>Celebrating Difference and Being Me in my World puzzle-Jigsaw SOW</p>	<p>Verbal – All children can give an example of an activity they do and</p>

		<p>represent their faith, their beliefs, hobbies, country etc. Children will talk with each other about what they are wearing and why it is important to them. Main faith focus – Sikhism – Diwali – Festival of light</p>	<p>Sikhism – Spring 1 and Summer 1 Year 5 – Discovery RE SOW AAV - empathy, curiosity, respect, kindness. FBV - tolerance, democracy and mutual respect. PC – Race and Religion and belief</p>	<p>explain the impact it has on theirs and others lives. Action and Observation – All children can tell discuss giving 2 examples of why Sikihism also have a festival of light called Diwali. All children can give 2 similarities or differences with the Hindu Diwali festival. Challenge – Most children can compare the range of faiths and discuss similarities and differences between the faiths in relation to the role of light.</p>
	Money Matters Week	<p>Be Money aware – How to keep is safe? How do we keep our money safe online? What are the risks?</p>	<p>Please see Money Matters scheme of work via Young Enterprise</p>	<p>Verbal – All children can talk about potential scams and ways they can help protect their money online.</p>
	Careers Day	<p>Children come to school dressed as the career they would like to do when older. Discuss the jobs the children want to do and why. How might jobs in the future change? What future jobs do you imagine? How might technology change jobs in the future? What next steps do they need to do to get do their job?</p>	<p>Children identifying how job opportunities have changed over time Into University (Autumn) Dreams and Goals – Jigsaw SOW. WS school values assembly (Sept). FBV – Career choices / costs and benefits of these choices (Individual Liberty). Children can</p>	<p>Verbal – All children can recognise how advancements in technology are changing the nature of work. Action and Observation – All children can demonstrate their understanding of the relationship between</p>

	Into University	Preparing for transition	<p>recognise the value in other people's choices (mutual respect).</p> <p>What life at secondary school might be like. Ways to help prepare themselves for their first day. Information they would like to find out. AAV - curiosity, resilience, confidence. FBV - individual liberty and mutual respect.</p>	<p>qualifications and career ambition.</p> <p>Verbal – All children can talk about at least one thing they are looking forward to and one thing they are worried about and what they can do to help ease this worry.</p>
	Bikeability	How to stay safe in the roads when riding a bike. How to look after their bike. Rules of the road.	<p>Please see the Bikeability scheme of work for more information. AAV - curiosity, resilience, kindness, confidence. FBV - rule of law and mutual respect.</p>	<p>Verbal – All children can explain a least three ways to stay safe on the roads. Action and Observation – All children can ride a bike safely and follow the rules of the road.</p>
	DAaRT	Please see the DAaRT scheme for more information	<p>Please see the DAaRT scheme of work for more information. AAV - curiosity, resilience, kindness, confidence. FBV - rule of law, individual liberty, mutual respect, tolerance.</p>	<p>Verbal – All children can discuss the difference between good and bad drugs Action and Observation – All children can discuss ways to help keep themselves and others safe.</p>
	Big Day	In school work experience scheme. Children choose a role in school that they would like to shadow for the day. The children have to write a letter of	<p>Career Day Building upon Being Me in My World and Dreams and Goals</p>	<p>Verbal – All children can give at least three examples of what the</p>

	End of year show	<p>application explain their skills they can offer and that they would like to character strengths they would like to develop.</p> <p>Developing talents, learning lines, creating sets,</p>	<p>puzzle in the Jigsaw scheme of work. AAV - ambition, curiosity, resilience, kindness, confidence. FBV - rule of law, individual liberty, mutual respect, tolerance.</p> <p>Building upon Being Me in My World, Celebrating Difference and Dreams and Goals puzzles in the Jigsaw scheme of work. AAV - ambition, respect, curiosity, resilience, kindness, confidence. FBV - rule of law, individual liberty, mutual respect, tolerance.</p>	<p>role they have shadowed does and why these are important. Action and Observation – All children can work in a professional environment, following instructions and being part of a team. Written</p> <p>Action and Observation – All children can play a part in the show either on stage or back stage.</p>
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