

Spring 2025 – Personal Development offer

| | Topics | In these sessions pupils will ... | Key knowledge that builds on... | Assessment |
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| 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> |
| | 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> | | <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> |
| | 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. 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>Group discussions with the children to gather evidence of what they know and remember.</p> |

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| | <p>Jigsaw Puzzle – Dreams and Goals – Spring 1 Healthy Me – Spring 2</p> <p>Jigsaw RE Hinduism – Spring 1 Christianity – Spring 2</p> <p>Children’s Mental Health Week</p> <p>Safer Internet Day</p> <p>Explicit Protected Characteristic lessons</p> | <p>Dreams and Goals - Challenges Perseverance Goal- setting Overcoming obstacles Seeking help Jobs Achieving goals Healthy Me - Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety</p> <p>Spring 1 – How do people celebrate? Spring 2 – What is Easter?</p> <p>This will run as circle times and discussions during the day as and when appropriate. Discussions around children’s feelings and action and who they can talk to if they are feeling sad and worried. Modelling how to regulate their emotions.</p> <p>Discussion around what devices are, talk about who is allowed to use them, who they belong to.</p> <p>Spring 1 - Age focus –Work planned and delivered in an age-appropriate manner.</p> <p>Spring 2 – Gender 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>Please see Jigsaw scheme of work. AAV: curiosity, confident, kindness FBV: individual liberty, mutual respect and tolerance.</p> <p>Please see Jigsaw 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>Building upon Hello Yellow Day work in the Autumn term. AAV: Kindness, respect, confidence FBV: Tolerance, Rule of Law, Mutual respect PC: Disability</p> <p>AAV: Kindness, respect, confidence FBV: Tolerance, Rule of Law, 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.</p> | <p>Action and observation – A range of assessment strategies including, quizzes, challenges, discussions etc</p> <p>All children can talk about their feelings and know who they can talk to in school if they are feeling sad or worried.</p> <p>All children can discuss what a device is and who is allowed to use them.</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</p> |
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| | | | | importance in our society. |
| Year 1 | <p>Jigsaw Puzzle Dreams and Goals – Spring 1 Healthy Me – Spring 2</p> <p>Jigsaw RE Spring 1 – Judaism Spring 2- Christianity</p> <p>Commando Joes</p> | <p>Dreams and Goals - 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</p> <p>Healthy Me - Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness</p> <p>Spring 1 – Who is God to the Jews?</p> <p>Spring 2 – Why was Jesus welcomed like a King or celebrity by the crowds on Palm Sunday?</p> <p>RE Curriculum Enhancement – Workshop run by Nottingham Liberal Synagogue</p> <p>Spring 1 – Mission 1 – Build a bridge to safety Spring 2 – Mission 2 – When sorry seems to be the hardest words Please see Commando Joes SOW for more detail.</p> | <p>Please see Jigsaw SOW AAV: curiosity, respect, ambition, confidence and kindness. FBV: democracy, rule of law, individual liberty, mutual respect and tolerance.</p> <p>Please see Jigsaw 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 SOW AAV: curiosity, respect, ambition, confidence and kindness. FBV: individual liberty, mutual respect and tolerance.</p> | <p>Jigsaw summative assessment</p> <p>Action and observation – A range of assessment strategies including, quizzes, challenges, discussions etc</p> <p>Action and Observation – All children can talk about why it is important to work in a team. All children know why we need to take it in turns and share. All children</p> |

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| | <p>Children’s Mental Health Week</p> | <p>Theme – Know yourself, grow yourself. Characters from the Film Inside Out play a role in this years theme. Children to take part in a range of activities from the Primary School Pack. Teachers to decide activities which they feel would meet the needs of the children in their class.</p> | <p>This works builds upon what the children did during World Mental Health day. AAV: respect, kindness FBV: Tolerance PC: Disability</p> | <p>are curious and will try new things.</p> <p>Action and observation – All children can talk about think about different emotions and why they are all important.</p> |
| | <p>Safer Internet Day</p> | <p>Theme – Too good to be true? Protecting yourself and others from scams online Staff to join the BBC children’s assembly at 11am https://www.bbc.co.uk/teach/articles/z6bbhbk Children will use two Year 1 books to explore various themes linked to online safety and discuss them as a class afterwards.</p> | <p>To build upon online safety work already completed in Autumn 1 and in EYFS.</p> | <p>Action and Observation – All children can name at least 3 ways they can stay safe when online.</p> |
| | <p>Explicit Protected Characteristic lessons</p> | <p>Spring 1 - Age focus – Why do the children think this is one of the Protected characteristics? In what situations might it be important not to have prejudice against a person’s age? Can prejudice be against both young and old people? Why? Work planned and delivered in an age-appropriate manner.</p> <p>Spring 2 – Gender 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.</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> |

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| Year 2 | <p>Jigsaw Puzzle – Dreams and goals – Spring 1 Healthy Me – Spring 2</p> <p>Jigsaw RE Spring 1 - Islam Spring 2 – Christianity</p> <p>Commando Joe’s</p> <p>Children’s Mental Health Week</p> | <p>Dreams and Goals - Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success</p> <p>Healthy Me - Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food</p> <p>Spring 1 – Who is God to Muslims? Spring 2 – How important is it to Christians that Jesus came back to life after his crucifixion?</p> <p>RE curriculum enhancement – Visit to local Mosque</p> <p>Spring 1 – Family is more than important, it’s everything! Spring 2 – I never dreamed about success, I worked for it!</p> <p>Theme – Know yourself, grow yourself. Characters from the Film Inside Out play a role in this years theme. Children to take part in a range of activities from the Primary School Pack. Teachers to decide</p> | <p>Please see Jigsaw scheme of work. AAV : curiosity, respect, resilience, confidence, kindness. FBV : rule of law, individual liberty, mutual respect and tolerance.</p> <p>Please see Jigsaw 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. AAV: curiosity, respect, ambition, confidence and kindness. FBV: individual liberty, mutual respect and tolerance.</p> <p>This works builds upon what the children did during World Mental Health day. AAV: respect, kindness FBV: Tolerance</p> | <p>Jigsaw summative assessment</p> <p>Action and observation – A range of assessment strategies including, quizzes, challenges, discussions etc</p> <p>Action and Observation – All children can discuss why it is important to be kind to others. All children are better at giving and listening to instructions. All children are better at giving and responding to feedback.</p> <p>Action and observation – All children can talk about think about different emotions and</p> |
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| | <p>Safer Internet Day</p> <p>Explicit Protected Characteristics lessons</p> | <p>activities which they feel would meet the needs of the children in their class.</p> <p>Theme – Too good to be true? Protecting yourself and others from scams online Staff to join the BBC children’s assembly at 11am https://www.bbc.co.uk/teach/articles/z6bbhbk Children will use two Year 2 books to explore various themes linked to online safety and discuss them as a class afterwards.</p> <p>Spring 1 - Age focus – Why do the children think this is one of the Protected characteristics? In what situations might it be important not to have prejudice against a person’s age? Can prejudice be against both young and old people? Why? Work planned and delivered in an age-appropriate manner.</p> <p>Spring 2 – Gender focus –Work planned and delivered in an age-appropriate manner.</p> | <p>PC: Disability</p> <p>To build upon online safety work already completed in Autumn 1 computing lessons.</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.</p> | <p>why they are all important.</p> <p>Action and Observation – All children can name at least 3 ways they can stay safe when online.</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> |
| Year 3 | <p>Jigsaw Puzzle – Dreams and Goals – Spring 1 Healthy Me – Spring 2</p> | <p>Dreams and Goals - 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</p> <p>Healthy Me - Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it’s important online and off</p> | <p>Please see Jigsaw scheme of work AAV - curiosity, respect, resilience, confidence, kindness. FBV - individual liberty, mutual respect and tolerance.</p> | <p>Jigsaw summative assessment</p> |

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| | | <p>line scenarios Respect for myself and others Healthy and safe choices</p> | | |
| | <p>Jigsaw RE Christianity – Spring 1 Christianity – Spring 2</p> | <p>Spring 1 – Could Jesus heal people and did he perform miracles or is there some other explanation? Spring 2 – What is good about Good Friday?</p> | <p>Please see Jigsaw 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>Action and observation – A range of assessment strategies including, quizzes, challenges, discussions etc</p> |
| | <p>Commando Joe’s</p> | <p>Spring 1 – Mission 1 – Excellence is expensive Spring 2 – Mission 2 – Knowledge is the fuel of the soul.</p> | <p>Please see Commando Joe’s scheme of work AAV: curiosity, respect, resilience, confidence, kindness. FBV: individual liberty, mutual respect and tolerance.</p> | <p>Action and Observation – All children are able to articulate their strengths and needs. All can know that you learn from mistakes. All children can discuss why it is important to have all of the facts before you make a decision.</p> |
| | <p>Children’s Mental Health Week</p> | <p>Theme – Know yourself, grow yourself. Characters from the Film Inside Out play a role in this years theme. Children to take part in a range of activities from the Primary School Pack. Teachers to decide activities which they feel would meet the needs of the children in their class.</p> | <p>This works builds upon what the children did during World Mental Health day. AAV: respect, kindness FBV: Tolerance PC: Disability</p> | <p>Action and observation – All children can talk about think about different emotions and why they are all important.</p> |
| | <p>Safer Internet Day</p> | <p>Theme – Too good to be true? Protecting yourself and others from scams online Staff to join the BBC children’s assembly at 11am</p> | <p>Building upon online safety work done in Autumn 1 in computing</p> | <p>Action and Observation – All children can name</p> |

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| | <p>Explicit Protected Characteristics lessons</p> | <p>https://www.bbc.co.uk/teach/articles/z6bbhbk Key question - How is changing technology like generative AI going to impact the approach of scammers?</p> <p>Spring 1 - Age focus – Why do the children think this is one of the Protected characteristics? In what situations might it be important not to have prejudice against a person’s age? Can prejudice be against both young and old people? Why? Work planned and delivered in an age-appropriate manner.</p> <p>Spring 2 – Gender focus –Work planned and delivered in an age-appropriate manner.</p> | <p>lessons and from Online safety day last year. AAV: respect, kindness FBV: tolerance, rule of law, 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.</p> | <p>at least 3 ways AI can impact scams.</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>Year 4</p> | <p>Jigsaw Puzzle – Dreams and Goals – Spring 1 Healthy Me – Spring 2</p> <p>Jigsaw RE Buddhism – Spring 1 Christianity – Spring 2</p> | <p>Dreams and Goals - Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes</p> <p>Healthy Me - Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength</p> <p>Spring 1 – Can the Buddhist teachings make the world a better place?</p> <p>Spring 2 – Is forgiveness always possible for Christians?</p> | <p>Please see Jigsaw scheme of work. AAV: empathy, curiosity, respect, kind. FBV: democracy, individual liberty, mutual respect and tolerance.</p> <p>Please see Jigsaw 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>Jigsaw summative assessment.</p> <p>Action and observation – A range of assessment strategies including, quizzes, challenges, discussions etc</p> |

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| | <p>Commando Joe's</p> <p>Music tuition</p> <p>Children's Mental Health Week</p> <p>Safer Internet Day</p> | <p>Spring 1 – Mission 1 - All people are a product of their environment Spring 2 – Mission 2 – Adopt the pace of nature</p> <p>How to play a range of musical instruments. What is the impact of music upon us as people?</p> <p>Theme – Know yourself, grow yourself. Characters from the Film Inside Out play a role in this years theme. Children to take part in a range of activities from the Primary School Pack. Teachers to decide activities which they feel would meet the needs of the children in their class.</p> <p>Theme – Too good to be true? Protecting yourself and others from scams online Staff to join the BBC children's assembly at 11am https://www.bbc.co.uk/teach/articles/z6bbhbk</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>Musical knowledge Musical talents AAV: curiosity, ambition, respect, confidence and kindness FBV: individual liberty and mutual respect</p> <p>This works builds upon what the children did during World Mental Health day. AAV: respect, kindness FBV: Tolerance PC: Disability</p> <p>Building upon online safety work done in Autumn 1 in computing lessons and from Online safety day last year. AAV: respect, kindness FBV: tolerance, rule of law, respect</p> | <p>Action and Observation – All children can articulate theirs and others strengths and needs. All children know that there are others in the community who need care. All children know there are many places where we can be helpful.</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>Action and observation – All children can talk about think about different emotions and why they are all important.</p> <p>Action and observation – All children can discuss at least 3 ways AI plays a role in scams.</p> |
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| | <p>Explicit Protected Characteristics lessons</p> <p>Swimming</p> | <p>Key question - How is changing technology like generative AI going to impact the approach of scammers?</p> <p>Spring 1 - Age focus – Why do the children think this is one of the Protected characteristics? In what situations might it be important not to have prejudice against a person’s age? Can prejudice be against both young and old people? Why? Work planned and delivered in an age-appropriate manner.</p> <p>Spring 2 – Gender focus –Work planned and delivered in an age-appropriate manner.</p> <p>Year 4 children to attend swimming lessons for the half term</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.</p> <p>To either teach the children a new life-saving skill or develop pre-learnt skills further together with confidence in the water.</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>Action and Observation – All children can swim at least 25 metres.</p> |
| Year 5 | <p>Jigsaw Puzzle – Dreams and Goals – Spring 1 Healthy Me – Spring 2</p> <p>Jigsaw RE Sikhism – Spring 1</p> | <p>Dreams and Goals - Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation</p> <p>Healthy Me - Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour</p> <p>Spring 1 – How are sacred teachings and stories interpreted by Sikhs today?</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 Jigsaw RE SOW Spiritual, moral and cultural opportunities.</p> | <p>Jigsaw summative assessment</p> <p>Action and observation – A range of assessment strategies including,</p> |

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| | <p>Christianity – Spring 2</p> <p>Commando Joe’s</p> <p>Music tuition</p> <p>Mini Police</p> | <p>Spring 2 – How significant is it for Christians to believe that God intended Jesus to die?</p> <p>Spring 1 – Mission 1 – If you want to go fast, you should go alone. If you want to go far, you should go together. Spring 2 – Mission 2- We never know the worth of water until the well is dry.</p> <p>Lessons in playing specific instruments.</p> <p>Please see Mini Police bespoke SOW for Ambleside Academy for more detail.</p> | <p>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. 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>quizzes, challenges, discussions etc</p> <p>Action and Observation – All children recognise theirs and others strengths and needs. All children know the importance of team work and different ways help can be given.</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> |
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| | Swimming | <p>Spring 2 – Gender focus –Work planned and delivered in an age-appropriate manner.</p> <p>Year 5 children to attend swimming lessons for the half term</p> | To either teach the children a new life-saving skill or develop pre-learnt skills further together with confidence in the water. | <p>least 2 reasons for their importance in our society.</p> <p>Action and Observation – All children can swim at least 25 metres.</p> |
| Year 6 | <p>Jigsaw Puzzle – Dreams and Goals – Spring 1 Healthy Me – Spring 2</p> <p>Jigsaw RE Christianity- Spring 1 Christianity – Spring 2</p> <p>Commando Joe’s</p> | <p>Dreams and Goals - Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments Healthy Me - Taking personal responsibility How substances affect the body Exploitation, including ‘county lines’ and gang culture Emotional and mental health Managing stress</p> <p>Spring 1 – Is anything ever eternal? Spring 2 – Is Christianity still a strong religion over 200 years after Jesus was on earth?</p> <p>Spring 1 – Mission 1 – It’s a man’s world. Spring 2 – Mission 2 – A good plane is more important than a good pilot.</p> | <p>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</p> <p>Please see Jigsaw RE SOW Spiritual 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. AAV: empathy, curiosity, respect, ambition, resilience, confidence and kindness.</p> | <p>Jigsaw summative assessment</p> <p>Action and observation – A range of assessment strategies including, quizzes, challenges, discussions etc</p> <p>Action and Observation – All children know the importance of making good life choices. All children can discuss why it is important to be</p> |

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| | <p>Music Tuition</p> <p>Children’s Mental Health Week</p> <p>Safer Internet Day</p> | <p>Lessons in playing specific instruments.</p> <p>Theme – Know yourself, grow yourself. Characters from the Film Inside Out play a role in this years theme. Children to take part in a range of activities from the Primary School Pack. Teachers to decide activities which they feel would meet the needs of the children in their class.</p> <p>Theme – Too good to be true? Protecting yourself and others from scams online Staff to join the BBC children’s assembly at 11am https://www.bbc.co.uk/teach/articles/z6bbhbk Key questions - How is changing technology like generative AI going to impact the approach of scammers? What changes would young people like to see to help protect themselves moving forward? What role can the government and internet industry take to tackle this threat?</p> | <p>FBV: mutual respect, rule of law, individual liberty</p> <p>AAV: curiosity, ambition, resilience and confidence FBV: mutual respect, tolerance, individual liberty.</p> <p>This works builds upon what the children did during World Mental Health day. AAV: respect, kindness FBV: Tolerance PC: Disability</p> <p>Building upon online safety work done in Autumn 1 in computing lessons and from Online safety day last year. AAV: respect, kindness FBV: tolerance, rule of law, respect</p> | <p>patient at times. All children respect and value others opinions.</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.</p> <p>Action and observation – All children can talk about think about different emotions and why they are all important.</p> <p>Action and Observation – All children can name 3 ways the role AI can play in scams and can think about some changes they would suggest. Referring back to Parliament Week work, all children can think about what they would ask our local politician,</p> |
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| | <p>Explicit Protected Characteristics lessons</p> | <p>Spring 1 - Age focus – Why do the children think this is one of the Protected characteristics? In what situations might it be important not to have prejudice against a person’s age? Can prejudice be against both young and old people? Why? Work planned and delivered in an age-appropriate manner.</p> <p>Spring 2 –Gender 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.</p> | <p>Alex Norris, to put forward in Parliament.</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> |
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