

**Autumn 2024 – Personal Development offer**

	Topics	In these sessions pupils will ...	Key knowledge that builds on...	Assessment
EYFS	Self-Regulation	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. 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.	The PSED strand is a constant in the EYFS curriculum and underpins all areas of work. <b>AAV:</b> empathy, curiosity, respect, ambition, resilience, confidence and kindness. <b>FBV:</b> democracy, rule of law, tolerance, individual liberty and mutual respect.	Through sustained shared thinking.  Conversations with children, questioning and pulling out the key learning from the individual children.
	Managing Self	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. 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.		All children can have the opportunity to work with their key person. All children can develop relationships with adults in foundation unit.  Through sustained shared thinking.
	Building Relationships	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.		Group discussions with the children to gather evidence of what they know and remember.
	Jigsaw Puzzle – Being Me in My World – Autumn 1 Celebrating Difference – Autumn 2	Being Me in My World - Self-identity, understanding feelings, being in a classroom, being gentle, rights and responsibilities Celebrating Difference - Identifying talents, being special, families, where we live, making friends, standing up for yourself	Please see Jigsaw scheme of work. <b>AAV:</b> curiosity, confident, kindness <b>FBV:</b> individual liberty, mutual respect and tolerance. <b>PC:</b> Being pregnant and maternity	

	<p>Explicit Protected Characteristic lessons</p> <p>Hello Yellow Day</p> <p>Grandparents Tea Party</p> <p>RNLI visit</p>	<p>Autumn 1 - Race focus –Work planned and delivered in an age-appropriate manner.</p> <p>Autumn 2 – Disability 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>Complete Hope Clouds – What do they hope they can do? How can they help each other?</p> <p>Share their school environment with people important to them. Share and discuss their learning.</p> <p>As part of their People who help us topic, the RNLI will carry out sessions about their roles and water safety.</p>	<p>Building upon work done in race and disability last academic year. Race again in the Autumn term in response to behaviour analysis showing an increased number of racist comments together with supporting any children if necessary with regards to summer riots.</p> <p>Communication skills with known and trusted people.  <b>AAV:</b> curiosity, ambition, respect, resilience and confidence.  <b>FBV:</b> Rule of Law, tolerance, mutual respect</p> <p>Building upon work done in the term looking at roles of people who help us in the school and wider community.  <b>AAV:</b> Empathy, curiosity, respect, ambition  <b>FBV :</b> individual liberty and mutual respect (EYFS self-regulation, managing self, building relationships).</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 to a known and trusted person to them sharing what they do at school.  Action and Observation  – All children can take part in activities which will promote metacognitive thinking.</p> <p>Action and Observation  – All children can say at least 1 thing that the RNLI does to help people.</p>
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	Parliament Week	What is Parliament? Who are some of the important people in Parliament? Children have a debate about a key school issue.	Development of communication skills. <b>AAV:</b> Empathy, curiosity, respect, ambition, confidence and kindness <b>FBV :</b> Rule of Law, tolerance, democracy, individual liberty and mutual respect (EYFS self-regulation, managing self, building relationships).	Action and Observation – All children can talk about where the Houses of Parliament are and name at least 1 things that they do in there.
	Anti-Bullying Week – Theme: Choose Respect Friendship Friday	What is bullying? What is the difference between being unkind and bullying? What can we do if we are being bullied or see someone being bullied? Friendship Friday – What makes a good friend?	Development of communication skills. <b>AAV:</b> Empathy, curiosity, respect, ambition, confidence and kindness <b>FBV :</b> Rule of Law, tolerance, individual liberty and mutual respect (EYFS self-regulation, managing self, building relationships). <b>PC</b> – All 9 Protected Characteristics	Action and Observation – All children can give at least 1 example of what to do if they see someone being bullied.
	Road Safety Week	How do we stay safe when crossing the road?	Self-awareness, safety in the wider community. <b>AAV:</b> Empathy, curiosity, respect, confidence and kindness <b>FBV :</b> Rule of Law, tolerance, individual liberty and mutual respect (EYFS self-regulation, managing self, building relationships).	Action and Observation – All children can give at least 1 example of how to cross a road safely.
	Christmas Performance	Developing talents, learning lies, following instructions, performing in front of others.		Action and observation – All children can take

			<p><b>AAV:</b> Empathy, curiosity, respect, ambition, confidence and kindness</p> <p><b>FBV :</b> Rule of Law, tolerance, democracy, individual liberty and mutual respect.</p>	part in the Christmas performance.
Year 1	<p>Jigsaw Puzzle Being Me in My World – Autumn 1 Celebrating Difference – Autumn 2</p> <p>Discovery RE Autumn1 – Christianity Autumn 2- Christianity</p> <p>Explicit Protected Characteristics lessons</p>	<p>Being Me in My World - Feeling special and safe, being part of a class, rights and responsibilities, rewards and feeling proud, consequences and owning the Learning Charter</p> <p>Celebrating Difference - Similarities and differences, understanding bullying and knowing how to deal with it, making new friends and celebrating the differences in everyone</p> <p>Autumn 1 – Does God want Christians to look after the world? Does the world belong to God? Should people take care of the world?</p> <p>Autumn 2 – What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem What can I learn from stories from religious traditions? Are symbols better than words at expressing religious beliefs?</p> <p>Autumn 1 - Race focus –Work planned and delivered in an age-appropriate manner.</p> <p>Autumn 2 – Disability 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>Please see Jigsaw SOW</p> <p><b>AAV:</b> curiosity, respect, ambition, confidence and kindness.</p> <p><b>FBV:</b> democracy, rule of law, individual liberty, mutual respect and tolerance.</p> <p>PC: Being pregnant and maternity</p> <p>Please see Discovery RE SOW Spiritual, moral and cultural opportunities</p> <p><b>AAV:</b> curiosity, respect, and kindness.</p> <p><b>FBV:</b> individual liberty, mutual respect and tolerance.</p> <p><b>PC:</b> Religion or belief</p> <p>Building upon work done in race and disability last academic year. Race again in the Autumn term in response to behaviour analysis showing an increased number of racist comments together with supporting any children if necessary with regards to summer riots.</p>	<p>Jigsaw summative assessment</p> <p>Discovery RE summative assessment</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>Commando Joes</p> <p>Hello Yellow Day</p> <p>Parliament Week</p>	<p>Autumn 1 - Mission 1 – Friendships can be found in the most unlikely of places if you open your heart Autumn 2 - Mission 2 – Teamwork – Working together towards a shared goal Please see Commando Joes SOW for more detail.</p> <p>Children to complete Chatterbox Chats. Children to create a chatterbox chat which has different titles for things to discuss. Choose a subject to chat about. This can be done as the teacher feels best either as a whole class or small groups. How can we keep ourselves healthy? <a href="https://www.youngminds.org.uk/professional/resources/building-positive-mental-health">https://www.youngminds.org.uk/professional/resources/building-positive-mental-health</a> Mindfulness activities.</p> <p>What is the importance of Parliament? What are some of the key roles? Why are rules important? What would happen if we did not have any rules? Debate on a key school related issue – to be decided by the Communities and Diversity Lead in the Student Council.</p>	<p>Please see Commando Joe’s SOW <b>AAV:</b> curiosity, respect, ambition, confidence and kindness. <b>FBV:</b> individual liberty, mutual respect and tolerance.</p> <p>Dreams and Goals puzzle from F2 Jigsaw SOW. Building on work from last year’s Hello Yellow day. <b>AAV:</b> respect, kindness, confidence and empathy. <b>FBV:</b> mutual respect and tolerance <b>PC:</b> Disability</p> <p>Building upon the visit from MP last year and again this academic year. Being Me in My World puzzle from F2 Jigsaw SOW. <b>AAV:</b> Empathy, curiosity, respect, ambition, confidence and kindness <b>FBV :</b> Rule of Law, tolerance, democracy, individual liberty and mutual respect.</p>	<p>Action and Observation – All children can talk about what makes a good friend. All children know why it is important to have good manners.</p> <p>Verbal – All children can give a least one example of what we can do to keep our minds healthy? All children can discuss a topic and offer a thought or opinion. Action and Observation – All children can work with others and listen to others ideas respectfully.</p> <p>Verbal – All children can take part in debate and articulate their thoughts and opinions respectfully.</p> <p>Action and Observation – All children can give at least 2 examples of key roles within Parliament and give at least 1 example of why rules are important.</p>
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	<p>Anti-Bullying Week – Theme: Choose Respect Friendship Friday</p> <p>Road Safety Week</p> <p>Christmas Performance</p>	<p>What does bullying mean to us? What can we do to stop bullying? Friendship Friday – How to be a good friend.</p> <p>How do we keep safe on the roads? What can we do to keep safe as the days get shorter?</p> <p>Developing talents, learning lines, following stage instructions.</p>	<p>Building on last year’s Anti-Bullying week Developing Celebrating Difference and relationships F2 Jigsaw puzzle from the Jigsaw SOW. <b>AAV:</b> Empathy, curiosity, respect, ambition, confidence and kindness <b>FBV :</b> Rule of Law, tolerance, democracy, individual liberty and mutual respect. <b>PC:</b> All 9 Protected Characteristics</p> <p>Building upon roads safety week last year. Developing their understanding of people who can help us from their F2 topic. <b>AAV:</b> curiosity, respect, ambition, confidence and kindness <b>FBV :</b> Rule of Law, tolerance, individual liberty and mutual respect.</p> <p><b>AAV:</b> Empathy, curiosity, respect, ambition, confidence and kindness <b>FBV :</b> Rule of Law, tolerance, democracy, individual liberty and mutual respect.</p>	<p>Verbal – All children can give at least 1 example of what to do if they think someone is being bullied. All children can give at least 1 example of how to be a good friend.</p> <p>Verbal – All children can give at least 1 example of how to stay safe when crossing the road.</p> <p>Action and observation – All children can take part in the Christmas performance.</p>
Year 2	<p>Jigsaw Puzzle – Being Me in My World – Autumn 1 Celebrating Difference – Autumn 2</p>	<p>Being Me in My World - Hopes and fears for the year, rights and responsibilities, rewards and consequences, safe and fair learning environment, valuing contributions and choices, recognising feelings Celebrating Difference - Assumptions and stereotypes about gender, understanding bullying, standing up for self and others,</p>	<p>Please see Jigsaw scheme of work. <b>AAV :</b> curiosity, respect, resilience, confidence, kindness. <b>FBV :</b> rule of law, individual liberty, mutual respect and tolerance.</p>	<p>Jigsaw summative assessment</p>

	<p>Discovery RE Autumn 1 – Christianity Autumn 2 – Christianity</p>	<p>making new friends, gender diversity, celebrating difference and remaining friends</p> <p>Autumn 1 – Is it possible to be kind to everyone all of the time? What can I learn from stories from religious traditions? Should people follow religious leaders and teachings? Autumn 2 – Why do Christians believe God gave Jesus to the world? Is God important to everyone?</p>	<p><b>PC:</b> Marriage or Civil Partnership and Sex</p> <p>Please see Discovery RE SOW Spiritual, moral and cultural opportunities <b>AAV:</b> curiosity, respect, and kindness. <b>FBV:</b> individual liberty, mutual respect and tolerance. <b>PC:</b> Religion or belief</p>	<p>Discovery RE summative assessment.</p>
	<p>Explicit Protected Characteristics lessons</p>	<p>Autumn 1 - Race focus –Work planned and delivered in an age-appropriate manner. Autumn 2 – Disability focus –Work planned and delivered in an age-appropriate manner. Both would be work around treating children equally. Similarities and differences. Work planned and delivered in an age-appropriate manner.</p>	<p>Building upon work done in race and disability last academic year. Race again in the Autumn term in response to behaviour analysis showing an increased number of racist comments together with supporting any children if necessary with regards to summer riots.</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>Commando Joe’s</p>	<p>Autumn1 – Mission 1 – Panic only makes things worse Autumn 2 – Mission 2 – You don’t fight fire with fire. You fight fire with water.</p>	<p>Please see Commando Joe’s scheme of work. <b>AAV:</b> curiosity, respect, ambition, confidence and kindness. <b>FBV:</b> individual liberty, mutual respect and tolerance.</p>	<p>Action and Observation – All children become more independent and know ways of helping themselves without over reliance on adults. All children can develop their resilience and know why rules are important.</p>





	Road Safety Week	How do we keep safe on the roads? What can we do to keep safe as the days get shorter? How do we use our bikes and scooters safely?	<p><b>FBV</b> : Rule of Law, tolerance, democracy, individual liberty and mutual respect.</p> <p><b>PC</b>: All 9 Protected Characteristics</p> <p>Building upon roads safety week last year.</p> <p>Developing Healthy Me puzzle from Yr 1 Jigsaw SOW</p> <p><b>AAV</b>: curiosity, respect, ambition, confidence and kindness</p> <p><b>FBV</b> : Rule of Law, tolerance, individual liberty and mutual respect.</p>	Verbal – All children can give at least 3 examples of how to stay safe when crossing the road. All children can give at least 2 examples of how to use their bikes and scooters safely.
	Christmas Performance	Developing talents, learning lines, following stage instructions.	<p><b>AAV</b>: Empathy, curiosity, respect, ambition, confidence and kindness</p> <p><b>FBV</b> : Rule of Law, tolerance, democracy, individual liberty and mutual respect.</p>	Action and observation – All children can take part in the Christmas performance.
Year 3	Jigsaw Puzzle – Being Me in My World – Autumn 1 Celebrating Difference – Autumn 2	Being Me in My World - Setting personal goals, self-identity and worth, positivity in challenges rules, rights and responsibilities, rewards and consequences, responsible choices, seeing things from others’ perspectives. Celebrating Difference - Families and their differences, family conflict and how to manage it (child-centred), witnessing bullying and how to solve it, recognising how words can be hurtful, giving and receiving compliments.	<p>Please see Jigsaw scheme of work</p> <p><b>AAV</b> - curiosity, respect, resilience, confidence, kindness.</p> <p><b>FBV</b> - individual liberty, mutual respect and tolerance.</p>	Jigsaw summative assessment
	Discovery RE Hinduism – Autumn 1 Sikhism – Autumn 2	Hinduism – Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? Does participating in worship help people to feel closer to God or their faith community?	<p>Please see Discovery RE SOW Spiritual, moral and cultural opportunities</p> <p><b>AAV</b>: curiosity, respect, and kindness.</p>	Discovery RE Summative assessment

	<p>Explicit Protected Characteristics lessons</p> <p>Commando Joe's</p> <p>Hello Yellow Day</p>	<p>Sikhism – Does joining the Khalsa make a person a better Sikh? Do religious people lead better lives? Is religion the most important influence and inspiration in people's lives?</p> <p>Autumn 1 - Race focus –Work planned and delivered in an age-appropriate manner.</p> <p>Autumn 2 – Disability 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>Autumn 1 – Mission 1 – Your body is just as important as your mind.</p> <p>Autumn 2 – Mission 2 – Failure to prepare is preparing to fail.</p> <p>Children to complete How many positives? Thinking positively or negatively (being optimistic or pessimistic) can become a habit which can affect mood and levels of happiness. When there's lots of negative news in the media, and genuine worries, it can be hard to remember the positives from each day. This idea helps young people consider the positives in their day and keep the negatives from becoming overwhelming. This activity could focus on seeing the positives in themselves as well as the world around them.</p> <p>How can we keep ourselves healthy?</p>	<p><b>FBV:</b> individual liberty, mutual respect and tolerance. <b>PC:</b> Religion or belief</p> <p>Building upon work done in race and disability last academic year. Race again in the Autumn term in response to behaviour analysis showing an increased number of racist comments together with supporting any children if necessary with regards to summer riots.</p> <p>Please see Commando Joe's scheme of work <b>AAV:</b> curiosity, respect, resilience, confidence, kindness. <b>FBV:</b> individual liberty, mutual respect and tolerance.</p> <p>Dreams and Goals and Healthy Me puzzle from Yr 2 Jigsaw SOW. Building on work from last year's Hello Yellow day. <b>AAV:</b> respect, kindness, confidence and empathy. <b>FBV:</b> mutual respect and tolerance <b>PC:</b> Disability</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 know others have needs and ways in which we can help. All children can apply strategies to resolve difference and cooperate.</p> <p>Verbal – All children can express at least 3 positives about themselves and the world around them. Action and Observation – All children can compete mindfulness activities and know ways to keep themselves healthy.</p>
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	Christmas Performance	Developing talents, learning words, performing to an audience.	<p><b>AAV:</b> curiosity, respect, ambition, confidence and kindness  <b>FBV :</b> Rule of Law, tolerance, individual liberty and mutual respect.</p> <p><b>AAV:</b> Empathy, curiosity, respect, ambition, confidence and kindness  <b>FBV :</b> Rule of Law, tolerance, democracy, individual liberty and mutual respect.</p>	<p>least 2 examples of how to use their bikes and scooters safely.</p> <p>Action and observation – All children can take part in the Christmas performance.</p>
Year 4	<p>Jigsaw Puzzle – Being Me in My World – Autumn 1            Celebrating Difference – Autumn 2</p> <p>Discovery RE Buddhism – Autumn 1            Christianity – Autumn 2</p> <p>Explicit Protected Characteristics lessons</p>	<p>Being me in My World - Being part of a class team, being a school citizen, rights, responsibilities and democracy (school council), rewards and consequences, group decision-making, having a voice, what motivates behaviour</p> <p>Celebrating Difference - Challenging assumptions, judging by appearance, accepting self and others, understanding influences, understanding bullying, problem-solving, identifying how special and unique everyone is, first impressions</p> <p>Buddhism – Is it possible for everyone to be happy? Do religious people lead better lives? Do all religious beliefs influence people to behave well to others?</p> <p>Christianity – What is the most significant part of the nativity story for Christians today? Do sacred texts have to be ‘true’ to help people understand their religion? Can the arts help to communicate religious beliefs?</p> <p>Autumn 1 - Race focus –Work planned and delivered in an age-appropriate manner.</p> <p>Autumn 2 – Disability focus –Work planned and delivered in an age-appropriate manner.</p>	<p>Please see Jigsaw scheme of work.  <b>AAV:</b> empathy, curiosity, respect, kind.  <b>FBV:</b> democracy, individual liberty, mutual respect and tolerance.</p> <p>Please see Discovery RE SOW Spiritual, moral, cultural and social opportunities.  <b>AAV:</b> curiosity, respect, and kindness.  <b>FBV:</b> individual liberty, mutual respect and tolerance.  <b>PC:</b> religion or belief</p> <p>Building upon work done in race and disability last academic year. Race again in the Autumn term in response to behaviour analysis showing an increased number of</p>	<p>Jigsaw summative assessment.</p> <p>Discovery RE summative assessment</p> <p>Action and Observation – All children can name the Protected Characteristics.</p>

	<p>Commando Joe's</p> <p>Music tuition</p> <p>Hello Yellow Day</p>	<p>Both would be work around treating children equally. Similarities and differences. Work planned and delivered in an age-appropriate manner.</p> <p>Autumn 1 – Mission 1 – Fresh water is the most important resource. Autumn 2 – Mission 2 – You are what you eat</p> <p>How to play a range of musical instruments. What is the impact of music upon us as people?</p> <p>Children to complete How many positives? Thinking positively or negatively (being optimistic or pessimistic) can become a habit which can affect mood and levels of happiness. When there's lots of negative news in the media, and genuine worries, it can be hard to remember the positives from each day. This idea helps young people consider the positives in their day and keep the negatives from becoming overwhelming. This activity could focus</p>	<p>racist comments together with supporting any children if necessary with regards to summer riots.</p> <p>Please see Commando Joe's scheme of work. <b>AAV</b> - empathy, curiosity, respect, ambition, resilience, confidence and kindness. <b>FBV</b> - mutual respect and tolerance.</p> <p>Musical knowledge Musical talents <b>AAV:</b> curiosity, ambition, respect, confidence and kindness <b>FBV:</b> individual liberty and mutual respect</p> <p>Dreams and Goals and Healthy Me puzzle from Yr 3 Jigsaw SOW. Building on work from last year's Hello Yellow day. <b>AAV:</b> respect, kindness, confidence and empathy. <b>FBV:</b> mutual respect and tolerance <b>PC:</b> Disability</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>Action and Observation – All children can articulate strengths and needs and understand that you can learn from mistakes. All children know that facts need to be gained before judgements can be made.</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>Verbal – All children can express at least 3 positives about themselves and the world around them. Action and Observation – All children can compete mindfulness</p>
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		<p>on seeing the positives in themselves as well as the world around them.          How can we keep ourselves healthy?  <a href="https://www.youngminds.org.uk/professional/resources/building-positive-mental-health">https://www.youngminds.org.uk/professional/resources/building-positive-mental-health</a>          Mindfulness activities.</p>		<p>activities and know ways to keep themselves healthy.</p>
	Parliament Week	<p>What is Parliament? What are some of the key roles within Government? What is the role of the House of Lords and how is this different to the Houses of Parliament? Do all rules have to apply for everyone? Is this fair?          Debate on a key school related issue – to be decided by the Communities and Diversity Lead in the Student Council.</p>	<p>Building upon the visit from our local MP last academic year and this year.          Being Me in My World and Relationships puzzle from Yr 3 Jigsaw SOW.  <b>AAV:</b> Empathy, curiosity, respect, ambition, confidence and kindness  <b>FBV :</b> Rule of Law, tolerance, democracy, individual liberty and mutual respect.</p>	<p>Verbal – All children can discuss if rules have to be the same for everyone.</p> <p>Action and observation – All children can take part in debate and articulate their thoughts and opinions respectfully.</p>
	Anti-Bullying Week – Theme: Choose Respect Friendship Friday	<p>What does bullying mean to us? What can we do to make a noise about bullying?          Friendship Friday – Telling Tales. Children understand the difference between ‘telling tales’ and asking for help . Children are supported to resolve conflict. Children understand how to ask for help. Children consider who else could help.</p>	<p>Building on last year’s Anti-Bullying week          Developing Celebrating Difference and relationships Yr 3 Jigsaw puzzle from the Jigsaw SOW.  <b>AAV:</b> Empathy, curiosity, respect, ambition, confidence and kindness  <b>FBV :</b> Rule of Law, tolerance, democracy, individual liberty and mutual respect.  <b>PC:</b> All 9 Protected Characteristics</p>	<p>Verbal – All children can give at least 3 examples of what to do if they think someone is being bullied.          All children can explain the difference between telling tales and asking for help.</p>
	Road Safety Week	<p>How do we keep ourselves safe on the roads? What are some of the most important road laws that we as pedestrians should know and follow?</p>	<p>Building upon roads safety week last year.</p>	<p>Verbal – All children can give at least 3 examples of how to stay safe</p>

	<p>First Aid session to be delivered by British Red Cross during Road safety week.</p> <p>Christmas Performance</p>	<p>Basic first aid together with practicing CPR on Ressusi-Annie. Learning how to put someone into the recovery position and who to call for help.</p> <p>Developing talents, learning lines, performing in front of an audience.</p>	<p>Developing knowledge and understanding from the Road Safety quiz ran last year. Developing Healthy Me puzzle from Yr 3 Jigsaw SOW <b>AAV:</b> curiosity, respect, ambition, confidence and kindness <b>FBV :</b> Rule of Law, tolerance, individual liberty and mutual respect.</p> <p>Developing first aid skills. Learning CPR.</p> <p><b>AAV:</b> Empathy, curiosity, respect, ambition, confidence and kindness <b>FBV :</b> Rule of Law, tolerance, democracy, individual liberty and mutual respect.</p>	<p>when crossing the road. All children can give at least 2 examples laws that are important for us as pedestrians to know and follow.</p> <p>Action and Observation – All children can follow basic CPR.</p> <p>Action and Observation – All children can take part in the Christmas performance.</p>
Year 5	<p>Jigsaw Puzzle – Being Me in My World – Autumn 1 Celebrating Difference – Autumn 2</p> <p>Discovery RE Sikhism – Autumn 1 Christianity – Autumn 2</p>	<p>Being Me in My World - Planning the forthcoming year, being a citizen, rights and responsibilities, rewards and consequence, how behaviour affects groups, democracy, having a voice, participating Celebrating Difference - Cultural differences and how they can cause conflict, racism, rumours and name-calling, types of bullying, material wealth and happiness, enjoying and respecting other cultures</p> <p>Sikhism – How far would a Sikh go for his/her religion? Do religious people led better lives? Is religion the most important influence and inspiration in people’s lives?</p>	<p>Please see Jigsaw scheme of work for more information. <b>AAV:</b> empathy, curiosity, respect, kind. <b>FBV:</b> individual liberty, mutual respect and tolerance. <b>PC:</b> Race, Religion or belief</p> <p>Please see Discovery RE SOW Spiritual, moral and cultural opportunities.</p>	<p>Jigsaw summative assessment</p> <p>Discovery RE summative assessment</p>

	<p>Explicit Protected Characteristics lessons</p> <p>Commando Joe's</p> <p>Music tuition</p>	<p>Christianity – Is the Christmas story true? Do sacred texts have to be 'true' to help people understand their religion?</p> <p>Autumn 1 - Race focus –Work planned and delivered in an age-appropriate manner.</p> <p>Autumn 2 – Disability 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>Autumn 1 – Mission 1 – Image is everything Autumn 2 – Mission 2- Food for the body is not enough: there must be food for the soul.</p> <p>Lessons in playing specific instruments.</p>	<p><b>AAV:</b> curiosity, respect, and kindness. <b>FBV:</b> individual liberty, mutual respect and tolerance. <b>PC:</b> Religion or belief</p> <p>Building upon work done in race and disability last academic year. Race again in the Autumn term in response to behaviour analysis showing an increased number of racist comments together with supporting any children if necessary with regards to summer riots.</p> <p>Please see Commando Joe's scheme of work. <b>AAV:</b> empathy, curiosity, respect, ambition, resilience, confidence and kindness. <b>FBV:</b> mutual respect, tolerance,</p> <p><b>AAV:</b> curiosity, ambition, resilience and confidence <b>FBV:</b> mutual respect, tolerance, individual liberty.</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 understand the need to resist peer pressure. All children are able to see things from another point of view. All children are able to hold a discussion with respect and identify qualities to be successful.</p> <p>Verbal – All children can give at least three reasons why they enjoy</p>
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	<p>Mini Police</p> <p>Hello Yellow Day</p> <p>Parliament Week</p>	<p>Please see Mini Police bespoke SOW for Ambleside Academy for more detail.          Week 1 – Programme introduction          Week 2 – Understanding Diversity and Inclusion</p> <p>Children to complete star qualities. Sometimes young people find it hard to believe positive things about themselves, and for many it is easier to believe the negative things. Taking notice of the successes, strengths, talents and interests of the young people you work with will build their resilience, self-esteem and confidence. This star qualities activity will encourage them to use what they have achieved as a way of helping them cope with stress and adversity.          Mindfulness activities  <a href="https://www.youngminds.org.uk/professional/resources/building-positive-mental-health">https://www.youngminds.org.uk/professional/resources/building-positive-mental-health</a>          How can we keep our minds healthy?</p> <p>What is the role of an MP? If we all made up and followed out own rules what would our school be like? What would our Country be like?</p>	<p>Promoting respect for different cultures, backgrounds, and abilities. - Activities and discussions on empathy, acceptance, and embracing diversity.  <b>AAV:</b> Respect, confidence, ambition, empathy and kindness  <b>FBV:</b> Rule of Law, tolerance, individual liberty and mutual respect.</p> <p>Dreams and Goals and Healthy Me puzzle from Yr 4 Jigsaw SOW. Building on work from last year’s Hello Yellow day.  <b>AAV:</b> respect, kindness, confidence and empathy.  <b>FBV:</b> mutual respect and tolerance  <b>PC:</b> Diversity</p> <p>Building upon the visit from our local MP this academic year and last year too.</p>	<p>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 discuss at least 2 ways in which everyone can be included in our society.</p> <p>Verbal – All children can discuss what they can use within themselves to help their futures. All children can recognise positive things about themselves.</p> <p>Verbal – All children can give at least 2 examples of why rules are</p>
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	<p>Anti-Bullying Week – Theme: Choose Respect Friendship Friday</p> <p>Road Safety week</p>	<p>Debate on a key school related issue – to be decided by the Communities and Diversity Lead in the Student Council.</p> <p>What does bullying mean to us? What can we do to make a noise about bullying? What should we do if we see someone being bullied? What should we do if we are being bullied online or see someone being bullied online. Go through ages again for using different Apps.</p> <p>Friendship Friday – Put yourself in my shoes. Children explore their own thoughts and feelings, and how it feels to be someone else. Children learn the meaning of empathy. Children learn to practice kindness and empathy</p> <p>How do we keep ourselves safe on the roads? What are some of the most important road laws that we as pedestrians should know and follow?</p>	<p>Being Me in My World and Relationships puzzle from Yr 4 Jigsaw SOW. <b>AAV:</b> Empathy, curiosity, respect, ambition, confidence and kindness <b>FBV :</b> Rule of Law, tolerance, democracy, individual liberty and mutual respect.</p> <p>Building on last year’s Anti-Bullying week Developing Celebrating Difference and relationships Yr 4 Jigsaw puzzle from the Jigsaw SOW. <b>AAV:</b> Empathy, curiosity, respect, ambition, confidence and kindness <b>FBV :</b> Rule of Law, tolerance, democracy, individual liberty and mutual respect. <b>PC:</b> All 9 Protected Characteristics</p> <p>Building upon roads safety week last year. Developing knowledge and understanding from the Road Safety quiz ran last year. Developing Healthy Me puzzle from Yr 3 Jigsaw SOW <b>AAV:</b> curiosity, respect, ambition, confidence and kindness</p>	<p>important and discuss what our school and Country might be like if we all followed our own rules? Action and observation – All children can take part in debate and articulate their thoughts and opinions respectfully.</p> <p>Verbal – All children can give at least 2 ways of what they can do to raise the alarm on bullying. Action and Observation – All children can verbalise the difference between empathy and sympathy.</p> <p>Verbal – All children can give at least 3 examples of how to stay safe when crossing the road. All children can give at least 2 examples laws that are important for us as pedestrians to know and follow.</p>
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	<p>First Aid session to be delivered by British Red Cross during Road safety week.</p> <p>Christmas Performance</p>	<p>Basic first aid together with practicing CPR on Ressusi-Annie. Learning how to put someone into the recovery position and who to call for help.</p> <p>Developing talents, learning lines, performing in front of an audience.</p>	<p><b>FBV</b> : Rule of Law, tolerance, individual liberty and mutual respect.</p> <p>Developing first aid skills. Learning CPR.</p> <p><b>AAV</b>: Empathy, curiosity, respect, ambition, confidence and kindness  <b>FBV</b> : Rule of Law, tolerance, democracy, individual liberty and mutual respect.</p>	<p>Action and Observation          – All children can follow basic CPR.</p> <p>Action and Observation          – All children can take part in the Christmas performance.</p>
Year 6	<p>Jigsaw Puzzle – Being Me in My World – Autumn 1          Celebrating Difference – Autumn 2</p> <p>Discovery RE          Islam – Autumn 1          Christianity – Autumn 2</p>	<p>Being Me in My World - Planning the forthcoming year, being a citizen, rights and responsibilities, rewards and consequence, how behaviour affects groups, democracy, having a voice, participating</p> <p>Celebrating Difference - Cultural differences and how they can cause conflict, racism, rumours and name-calling, types of bullying, material wealth and happiness, enjoying and respecting other cultures</p> <p>Sikhism – How far would a Sikh go for his/her religion?          Do religious people led better lives?          Is religion the most important influence and inspiration in people’s lives?          Christianity – Is the Christmas story true? Do sacred texts have to be ‘true’ to help people understand their religion?</p>	<p>Please see Jigsaw scheme of work for more information.  <b>AAV</b> : empathy, curiosity, respect, kind.  <b>FBV</b> : individual liberty, mutual respect and tolerance.  <b>PC</b>: Age, Disability, sexual orientation and Gender reassignment</p> <p>Please see Discovery RE SOW          Spiritual and cultural opportunities.  <b>AAV</b>: curiosity, respect, and kindness.  <b>FBV</b>: individual liberty, mutual respect and tolerance.  <b>PC</b>: Religion or belief</p>	<p>Jigsaw summative assessment</p> <p>Discovery RE summative assessment</p>

	<p>Explicit Protected Characteristics lessons</p> <p>Commando Joe's</p> <p>Music Tuition</p> <p>Year 6 residential</p>	<p>Autumn 1 - Race focus –Work planned and delivered in an age-appropriate manner.</p> <p>Autumn 2 – Disability 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>Autumn 1 – Mission 1 – Protect those who protect you. Autumn 2 – Mission 2 – You should always tell the truth.</p> <p>Lessons in playing specific instruments.</p> <p>Children take part in the residential at The Mill Base Adventure. Children taking part in abseiling, zip wiring, climbing and other team building and adventure based activities.</p>	<p>Building upon work done in race and disability last academic year. Race again in the Autumn term in response to behaviour analysis showing an increased number of racist comments together with supporting any children if necessary with regards to summer riots.</p> <p>Please see Commando Joe's scheme of work. <b>AAV:</b> empathy, curiosity, respect, ambition, resilience, confidence and kindness. <b>FBV:</b> mutual respect, rule of law, individual liberty</p> <p><b>AAV:</b> curiosity, ambition, resilience and confidence <b>FBV:</b> mutual respect, tolerance, individual liberty.</p> <p>Building on from the Yr 5 rafting day.</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 know what makes a strong friendship and why trust is important. All children can learn to be courageous from others.</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 take part in</p>
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<p>Anti-Bullying Week – Theme: Choose Respect Friendship Friday</p> <p>Road Safety Week</p> <p>First Aid session to be delivered by British Red Cross during Road safety week.</p> <p>The Great Project workshops to be</p>	<p>What does bullying mean to us? What can we do to make a noise about bullying? What should we do if we see someone being bullied? What should we do if we are being bullied online or see someone being bullied online. Go through ages again for using different Apps.</p> <p>Friendship Friday – Put yourself in my shoes. Children explore their own thoughts and feelings, and how it feels to be someone else. Children learn the meaning of empathy. Children learn to practice kindness and empathy</p> <p>How do we keep ourselves safe on the roads? What are some of the most important road laws that we as pedestrians should know and follow?</p> <p>Basic first aid together with practicing CPR on Ressusi-Annie. Learning how to put someone into the recovery position and who to call for help.</p> <p>To raise children’s understanding of healthy relationships.</p>	<p>Building on last year’s Anti-Bullying week Developing Celebrating Difference and relationships Yr 4 Jigsaw puzzle from the Jigsaw SOW. <b>AAV:</b> Empathy, curiosity, respect, ambition, confidence and kindness <b>FBV :</b> Rule of Law, tolerance, democracy, individual liberty and mutual respect. <b>PC:</b> All 9 Protected Characteristics</p> <p>Building upon roads safety week last year. Developing knowledge and understanding from the Road Safety quiz ran last year. Developing Healthy Me puzzle from Yr 3 Jigsaw SOW <b>AAV:</b> curiosity, respect, ambition, confidence and kindness <b>FBV :</b> Rule of Law, tolerance, individual liberty and mutual respect.</p> <p>Developing first aid skills. Learning CPR.</p> <p><b>AAV:</b> Empathy, respect, confidence and kindness.</p>	<p>Verbal – All children can give at least 2 ways of what they can do to raise the alarm on bullying.</p> <p>Action and Observation – All children can verbalise the difference between empathy and sympathy.</p> <p>Verbal – All children can give at least 3 examples of how to stay safe when crossing the road. All children can give at least 2 examples laws that are important for us as pedestrians to know and follow.</p> <p>Action and Observation – All children can follow basic CPR.</p> <p>Action and Observation: All children can discuss what a healthy</p>
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	<p>delivered by The Great Project staff.</p> <p>Christmas Performance</p>	<p>Developing talents, learning lines, performing in front of an audience.</p>	<p><b>FBV:</b> Rule of Law, tolerance, mutual respect, individual liberty.  <b>PC:</b> All 9 of the Protected Characteristics.</p> <p><b>AAV:</b> Empathy, curiosity, respect, ambition, confidence and kindness  <b>FBV :</b> Rule of Law, tolerance, democracy, individual liberty and mutual respect.</p>	<p>relationship looks like and feels like.</p> <p>Action and Observation – All children can take part in the Christmas performance.</p>
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