

Willow Lane Primary School PSHE Curriculum



The power of education to change and enhance lives. A holistic approach to child development.

Values

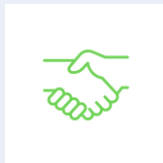
We support children in developing their character through our Willow Tree Way, which include the key aspects of being respectful, being responsible and being ready. These values underpin our expectations for everyone in school and are modelled and referred to constantly. They also reinforce the Fundamental British Values of democracy, rule of law, respect and tolerance and individual liberty. We promote these values through all our interactions with children, including the use of special mention certificates, assemblies, specific praise and through our restorative approach to behaviour.

| Mind | Body | Soul |
|--|---|---|
| <p>Our children will:</p> <ul style="list-style-type: none"> • love learning • be curious and open to new ideas • achieve their full potential across the curriculum • communicate their ideas and emotions • use their voice to make a difference and support and challenge others | <p>Our children will:</p> <ul style="list-style-type: none"> • be physically active • understand healthy choices • keep themselves safe • be team players • develop independence | <p>Our children will:</p> <ul style="list-style-type: none"> • be kind and understanding • respect and celebrate diversity • value and take responsibility for their community and the environment • show grit and determination • have the courage to make good choices |

Our Willow Tree Way

Be Respectful:

- Use manners
- Listen to others
- Look after property and equipment
 - Celebrate other children's
 - Be positive - Value others
- Value the input and advice of teachers



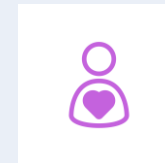
Be Responsible:

- Work hard to do their best
- Make sure they and others are safe
 - Listen and focus
 - Take part
- Take roles given seriously
 - Follow instructions
 - Try hard



Be Ready:

- Focus in class
- Be prompt in to lessons
- Have the correct equipment
 - Follow instructions
 - Value learning
 - Be on time
- Have a good night's sleep



Willow Lane Personal, Social, Health and Economic Education (PSHE) Curriculum



Our intention is that when children leave Willow Lane, they will do so with the skills, knowledge and emotions to be able to play a positive, constructive and successful role in today's diverse society. We want our children to believe in themselves, have high aspirations, realising that anything is possible if they put their mind to it. In an ever-changing world, it is important that they are aware, to an appropriate level, of different factors which will affect their world and that they learn how to deal with these so that they have good mental health and well-being.

Our PSHE curriculum develops learning and results in the acquisition of knowledge and skills which will enable children to access the wider curriculum and prepare them to be a global citizen now and in their future roles within a global community. It promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing them for the opportunities, responsibilities and experiences for later life. Our Relationships and Sex Education enables our children to learn how to be safe, and to understand and develop healthy relationships, both now and in their future lives.

Through the teaching of PSHE at Willow Lane, we support our children in developing positive behaviours, mental health, wellbeing, resilience and achievement. It exceeds both the DfE statutory requirements and the PSHE Association's advisory content, which together ensure a comprehensive, spiral curriculum for PSHE education. We have adapted the guidance and resources to meet the needs of the children at Willow Lane and created a broad and balanced curriculum that incorporates concepts and skills from across the Personal, Social, Health and Education strands. Key ideas are explored, taught and modelled through all our interactions with children. It is also explicitly taught in PSHE lessons and draws on knowledge from across the curriculum. We model and teach the skills and knowledge our children need to develop their character and manifest the Willow Tree Way, which include the key aspects of being respectful, being responsible and being ready. Importantly, this learning enables our children to develop safe and positive relationships, make healthy and safe choices and develop into positive members of their communities. It provides the foundations for our children to achieve their potential in all their lessons and to be happy, healthy individuals.

Willow Lane Personal, Social, Health and Economic Education (PSHE) Curriculum



Implementation

EYFS - In the Foundation Stage, PSHE and citizenship is taught as an integral part of topic work and is embedded throughout the curriculum. The objectives taught are the Personal, Social and Emotional Development statements from 'Development Matters in the EYFS' and the PSED Early Learning Goals. Reception also uses the Coram Scarf Scheme of Work materials and KidSafe (see below)

Key Stage 1 and Key Stage 2 - At Key Stage 1 and 2, PSHE is taught through a clear, tailor-made scheme of work in line with the National Curriculum. We ensure we cover the 6 key strands set out in the Coram Scarf Programme of Study, which comprehensively cover the statutory Health Education and Relationships Education guidance, along with other key programmes which we feel are essential for the children at Willow Lane. These include KidSafe, which is a child-friendly, preventative children's mental health and safeguarding programme that we have integrated with our PSHE / RSE provision. Along with, the RNLI sessions that aim to teach young people how to be safe near and in the water – and what to do if anything ever goes wrong.

At Willow Lane, in addition to Relationships Education, we also teach aspects of Sex Education that is covered in our Science Curriculum. Alongside this we teach about different kinds of relationships, including same sex relationships, and gender identity because it is important that our children should have an understanding of the full diversity of the world they live in and be prepared for life in modern Britain. The Sex Education aspects of PSHE are also taught through 'Scarf'.

PSHE is taught through six half termly themes with each year group studying the same unit at the same time (at their own level):

Autumn 1: Me and My Relationships (including KidSafe sessions): focuses on families and caring, respectful relationships.

Autumn 2: Growing and Changing (including Sex Education): focuses on the changes children experience as they move through school and on into adulthood.

Spring 1: Valuing Difference: focuses on exploring the strength of diversity in our communities and the many things we all have in common.

Spring 2: Keeping Safe (including Road Safety, Water Safety and Rail): equips children with the skills and knowledge to identify and mitigate risks in their environment.

Summer 1: Rights and Respects: focuses on the protections we are all entitled to and the responsibilities we should take for ourselves and for others.

Summer 2: Being My Best (including Mini Medics) : focuses on helping children to make choices that support their mental and physical health.

It also identifies links to British Values, and SMSC and is taught in such a way as to reflect the overall aims, values, and ethos of the school.

Willow Lane Personal, Social, Health and Economic Education (PSHE) Curriculum



Wider Curriculum

We believe that focusing on developing a 'Growth Mindset' in our children will help them to build resilience, independence and confidence; embrace challenge; foster a love of learning; and increase their level of happiness. We do this through the language we use in class, praising children for their efforts, and using language to encourage children to change their way of thinking. This supports both our school and PSHE aims and Willow Tree values, and we focus on Growth Mindsets in all aspects of school life. PSHE, including SMSC and BV, is an integral part of the whole school curriculum, and is therefore often taught within another subject area.

Visitors such as emergency services, SafeNet, Yogi guru sessions and dog trust workshops complement our PSHE curriculum to offer additional learning.

We encourage our pupils to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. We challenge all pupils to look for opportunities to show the Willow Tree Way and enhance their holistic being through community links and projects such as planting bulbs in the memorial village, Christmas carolling at Lancaster Royal Infirmary, supporting Lancaster animal care and local litter picking. Each class has their own charity link that throughout the year they fundraise for by holding events or sponsorships. The charities have been chosen collaboratively and give children a deeper understanding of local and global aid. By having such links children can become more aware of their place in the World, showing compassion and empathy whilst striving to support and create a better place for all.

Assemblies have strong links to PSHE, British Values and SMSC and cover any additional sessions that would benefit the whole school. PSHE, BV and SMSC displays throughout school continually reinforce the PSHE curriculum enabling children to make links.

Willow Lane Personal, Social, Health and Economic Education (PSHE) Curriculum



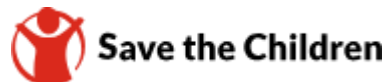
Charity Links

Each year we link with key charities to support. The charities have been chosen collaboratively and give children a deeper understanding of local and global aid. By having such links children can become more aware of their place in the World, showing compassion and empathy whilst striving to support and create a better place for all.

Our chosen Charities so far:

- Animal Care Lancaster (Local)
- Woodland Trust/ RSPB (Local)
- Comic Relief (Global)
- Children in Need (Global)
- St Johns Hospice (Local)
- The Olive Branch (Local)
- Dog's trust (UK)
- Rotakids Charity events (Local)

In addition to supporting amazing charities and giving our children a sense of wholesomeness, they are also supporting their own classes. We use events across the year to raise money for our classes to be spent on what the children decide. This is crucial for promoting children's voice, a key part of our ethos, along a sense of drive and ambition.



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Assembly's and Awareness Days

At Willow Lane we use our assembly times and awareness days to promote and consolidate key learning concepts that links to a child's personal development. They contain keys aspects from within PSHE, British Values, SMSC, Citizenship and Inclusion. Each assembly is mapped out to support holistic development with the help of local links/ visitors such as Church on the Marsh, Rotary Club, local PCSO and The Priory, children are exposed to and emersed in the key strands that will shape their future in the wider World.

We track each assembly and awareness day throughout the year to ensure we cover the British Values and link to our values in order to provide children with a rich overview and develop their understanding of the wider world.

Example topics taught:

Natural History Museum photography awards

Black history month

Halloween

American election

Anti-bullying week

Road Safety Week

RSPB School Brid Watch

British values

World Religion Day

Holocaust Memorial Day

Children's Mental Health Week

Internet safety day

Ramadan, Maha Shivaratri

World Wildlife Day

World Book day

Girls' Football Day

Valentines

GuyFawkes

International Women's Day

Remembrance



Willow Lane PSHE Curriculum Overview- SCARF

Early Years and Key Stage 1

| | Me and my Relationships | Valuing Difference | Keeping Safe | Rights and Respect | Being my Best | Growing and Changing |
|-------------|--|---|--|--|---|---|
| EYFS | What makes me special People close to me Getting help | Similarities and difference Celebrating difference Showing kindness | Keeping my body safe People who help to keep us safe (KidSafe 6 sessions) Staying safe walking to school | Looking after things: friends, environment, money | Keeping by body healthy – food, exercise, sleep Growth Mindset | Cycles Life stages Girls and boys – similarities and difference |
| Y1 | Feelings Getting help Classroom rules Special people Being a good friend | Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help | Water safety level 1 RNLI Road safety- Crossing the road Medicine Safety Sleep | Taking care of things: Myself My money My environment | Growth Mindset Healthy eating Hygiene and health Cooperation | Getting help Becoming independent My body parts Taking care of self and others |
| Y2 | Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation | Being kind and helping others Celebrating difference People who help us Listening Skills | Safe and unsafe secrets Appropriate touch (KidSafe 6 sessions) Water Safety- Dangers of the Lune | Cooperation Self-regulation Online safety Looking after money – saving and spending | Growth Mindset Looking after my body Hygiene and health Exercise and sleep | Life cycles Dealing with loss Being supportive Growing and changing Privacy |

Key Stage 2

| | Me and my Relationships | Valuing Difference | Keeping Safe | Rights and Respect | Being my Best | Growing and Changing |
|-----------|---|--|--|--|--|--|
| Y3 | Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss | Recognising and respecting diversity Being respectful and tolerant My community | Managing risk Staying safe online Water Safety Level 2 RNLI Road Safety – Bikes on the road | Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money | Keeping myself healthy and well Celebrating and developing my skills Developing empathy Kidsafe (Anger Management Workshop 1session) | Relationships Changing bodies and puberty Keeping safe Drugs and their risks Safe and unsafe secrets |
| Y4 | Influences Healthy relationships Listening to feelings Bullying Assertive skills | Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes | Managing risk Understanding the norms of drug use (cigarette and alcohol use) Online safety (KidSafe 9 sessions) | Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money | Having choices and making decisions about my health Taking care of my environment My skills and interests | Body changes during puberty Managing difficult feelings Relationships including marriage |
| Y5 | Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs | Recognising and celebrating difference, including religions and cultural Influence and pressure of social media | Norms around use of legal drugs (tobacco, alcohol) Decision-making skills Water Safety- Emergency(RNLI) Road Safety- Trains Kidsafe (Peer Pressure -1 session) | Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending | Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community Kidsafe (Positive Mental Health and Emotional Wellbeing -1 session) | Managing difficult feelings Managing change How my feelings help keeping safe Getting help |
| Y6 | Assertiveness Cooperation Safe/unsafe touches Positive relationships | Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping | Staying safe online Drugs: norms and risks (including the law) Water Safety- Cold Water Impact (RNLI) Kidsafe (DA and Impact on Children 1-session) | Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy | Aspirations and goal setting Managing risk Looking after my mental health | Coping with changes Keeping safe Body Image Sex education Self-esteem |

Willow Lane Personal, Social, Health and Economic Education (PSHE) Curriculum

Impact

By the time our children leave our school they will:

- be able to approach a range of real-life situations and apply their skills and attributes to help navigate themselves through modern life
- be on their way to becoming healthy, open minded, respectful, socially and morally responsible, active members of society
- appreciate difference and diversity
- recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty
- be able to understand and manage their emotions
- be able to look after their mental health and well-being
- be able to develop positive, healthy relationship with their peers both now and in the future.
- understand the physical aspects involved in RSE at an age-appropriate level
- have respect for themselves and others.
- have a positive self esteem

Assessment in PSHE



How we assess

Teachers use **formative assessment** as an opportunity to identify strengths in the unit and plan opportunities to further deepen and broaden children's learning. It is also an opportunity to identify children and areas that require further consolidation and plan future learning episodes accordingly.

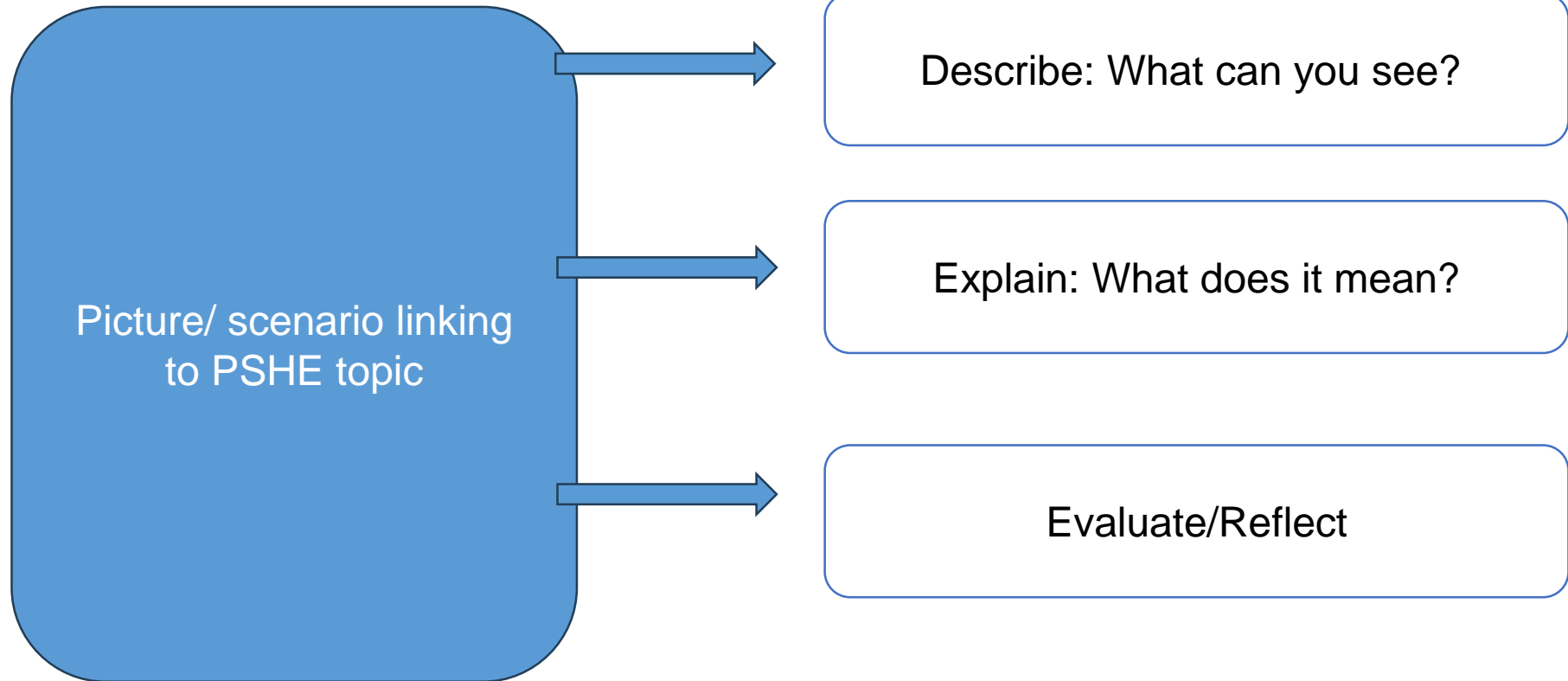
Pre and post unit assessment opportunities: teachers to identify those who are working towards unit expectations, those who are meeting the expectations for the unit and those who are working at greater depth within the unit. They also support teachers in deciding which elements of the PSHE curriculum need the greatest focus and to decide how best to teach them (for example, through explicit PSHE lessons, class assemblies or through other subject disciplines).

Children not meeting the expectations for a unit, or where gaps are identified, will be given further opportunities to revisit the learning identified in each unit. This may be through a deliberate focus in class (for example, modelling and drawing attention to desired values/behaviours/routines) or through planned learning activities designed to enable learners to revisit, discuss and explore earlier knowledge or skills in a new context. It may also be through extra provision such as pastoral interventions and programmes or external support.

The **self assessments carried out by the children** and **'what I have learnt...'** **statements** support progression and understanding of units, along with supporting the subject lead in identifying strengths and areas for further development in the curriculum design and teaching and learning of PSHE across the school. The subject lead conducts regular monitoring and evaluation of the subject, primarily through pupil interviews and learning walks examining environment and culture across the school and visiting PSHE sessions. We recognise that PSHE are usually 'hands on' lessons where we want to encourage talk, shared experiences and debate in order to have a deeper understanding of key concepts.

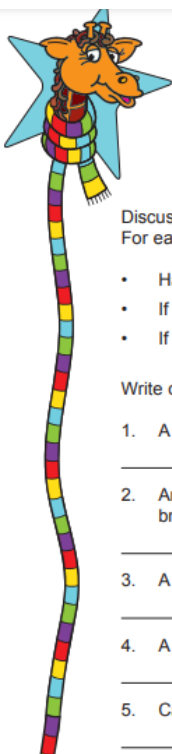


Assessment in PSHE



Examples of Coram Scarf Lessons

All Scarf lesson provide an extensive lesson plan for teachers to follow which ensure progression through each year groups. They build on prior knowledge and have specific learning objectives which closely link to the statutory guidance and key aspects that we would like a Willow Lane child to develop.



Activity sheet It's the law!

Discuss the scenarios below in pairs or threes.
For each scenario consider the following:

- Has the law been broken?
- If so, who is breaking the law and which law?
- If not, why not?

Write down your thoughts for discussion in class later

1. A seventeen-year-old being sold alcohol in a supermarket.

2. An eighteen-year-old buying alcohol to give to their fifteen year old brother.

3. A fourteen-year-old smoking on the street.

4. A fifteen-year-old trying to buy vapes in a shop.

5. Cannabis growing in someone's garden without their knowledge.



Who can help? (1)

Year: Y1

Subjects and Issues

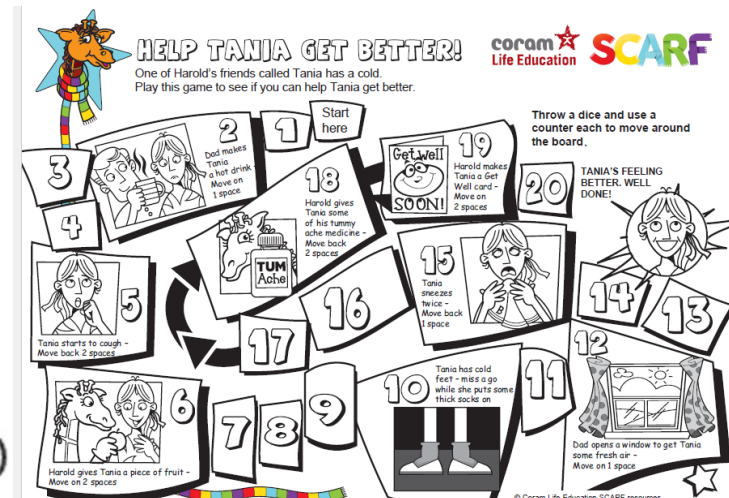
- Bullying
- Feelings
- Resilience
- Safeguarding
- Support networks
- Relationships education
- Keeping safe
- Getting help
- Emotions

Introduction

Start a discussion on feelings with some key questions:

How might we feel if:

- Your best friend comes round to play
- You're going to a party
- You're asked to tidy up your toys/games
- You can't go out and play because it's raining
- You've got no-one to play with at playtime
- Someone asks you to join in a game at playtime
- Other ideas



Explain that sometimes we can feel nervous, worried, anxious or scared about something, for example, going somewhere we haven't been before. When we feel like this our body tells us that it's having those feelings because things happen to our body which don't normally happen. What things can happen to our body when we're feeling nervous or worried? (prompt as necessary):

- Butterflies in the tummy
- Feeling hot
- Feeling sweaty
- Feeling sick
- Hands might shake
- Needing the toilet
- Going red in the face
- Other ideas

Examples of KidSafe Sessions

As a school with a high pastoral need and FSM percentage we feel KidSafe is an essential part of our PSHE curriculum. All sessions have been fully adapted to support teachers deliver effective knowledgeable sessions ,with the help of KS the KidSafe monkey, to support children's safeguarding and mental health. They promote discussions, understanding and a safe space to ask questions.



• Early Years Foundation Stage SESSION ONE

- Introduction tutors and KS/class-
 - Rules- good listening and hands up. Thumbs up agree
- Game 1 –ups and downs
- Kidsafe goes into lots of schools and helps children learn to keep themselves safe.
 - How do you already keep yourself safe?
Road safety wearing helmet, seat belt, don't talk to strangers
- Feeling safe and this involves trusting people
 - Have you heard the word Trust?
 - In groups discuss
Trust teacher to help you when you get changed for PE
OR when the lollipop lady helps you across the road safely
- To trust someone means you feel safe with them/help you/look after you
- Trust game and how made feel- never play without an adult being there.
- Re-cap of session/ups and downs
- Thumbs
- Happy and know it hug KS

◇ DA and the impact on children workshop Y6

- Ups and Downs Game
- **Scenario:** I know a child whose parents/carers split up because they were always arguing and shouting at each other. This person used to think it was their fault, but they has been reassured that this is not true. When they heard them arguing, they got very upset. It also made them feel angry and sometimes they didn't know what to do. Tell I do know that some children do hear parents or carers arguing and shouting and this can be upsetting for them.
- FP2 Ex 6: How do you think it makes children feel if they see or hear their parents or carers arguing? (see attached answers)
- What we could say to children who are upset by their parents/carers arguing.
 - It is not their fault, they are not to blame
 - They could talk to a trusted grown-up at school
 - It is normal and okay to be upset or angry but talking to someone helps
 - It is normal and okay to feel confused
 - It is normal to feel sad, scared and worried but talking to a trusted grown-up other than parents/carers is a good way to help you
 - You deserve to be listened to and receive help

I also know that if parents and carers split up it can leave children feeling very upset and even angry. Talking to a different trusted grown-up about how this makes children feel is a great way to get help with the feelings they may have.

Who we can we talk to if we have any sad, scared or worried feelings?

What else that may make children feel sad, scared or worried?

- Being bullied/cyber bullied
- Looking/feeling stupid or being laughed at
- Falling out with friends or having no friends
- Being left home alone
- Parent/carers arguing/splitting up
- Nightmares after watching/playing scary films/games
- Feeling different to their friends
- Coming across violent/scary images whilst on a computer/tablet
- Being forced to do things that make you feel uncomfortable (this could be via webcam/mobile)
- Being sent nasty pictures/messages
- Talking to someone online that makes you feel scared and worried
- Getting things wrong e.g., answers in tests or exams (SATs)
- Being told off
- Family members being poorly/mental health/drink or drug issues

Willow Tree PSHE Curriculum

EYFS



Willow Lane
Community Primary School

EYFS (Nursery) : PSHE Curriculum

| Topic | Key themes | I will know... | I will say... | Learning check | Curriculum links |
|-------------------------|---|---|---------------|---|---|
| Me and my relationships | <ul style="list-style-type: none"> Feelings Special People | <ul style="list-style-type: none"> what my strengths are (what I'm good at) and what I enjoy The names of important people in my life (including those who look after me). How to share my feelings with others. | | <ul style="list-style-type: none"> Who could you talk to about your feelings? Who would you go to when you are feeling upset, scared or worried? What are you good at? | <ul style="list-style-type: none"> Computing Kidsafe Life Education |
| Valuing difference | <ul style="list-style-type: none"> Recognising similarities and differences Caring for others | <ul style="list-style-type: none"> how I am the same or different to my friend. something good about being different. people have different cultures and religions | | <ul style="list-style-type: none"> Do they offer help if they see a friend in need? Can they tell you about their family, faith, lifestyle? | <ul style="list-style-type: none"> RE |
| Keeping safe | <ul style="list-style-type: none"> Asking for help Staying safe at home | <ul style="list-style-type: none"> some dangers and how I keep myself safe from them. what is safe and unsafe for me to touch and use. what to do if I feel unsafe. | | <ul style="list-style-type: none"> Do they have positive trusting relationships with adults who care for them? Can you identify some dangers? Can you use tools around nursery safely? | <ul style="list-style-type: none"> Science PE Kidsafe Life Education Computing |
| Rights and respect | <ul style="list-style-type: none"> Taking care | <ul style="list-style-type: none"> I have to look after my body. How I can help my friends How to help look after my learning environment and natural environment | | <ul style="list-style-type: none"> Do you make healthy choices? Clean teeth? Do exercise? What choices do they make during snack time? Observe them in role play environments such as home, café or supermarkets. What do they tell you about food or dinner choices at home? Do they participate well in tidying up and taking care of resources? | <ul style="list-style-type: none"> Mathematics Science |
| Being my best | <ul style="list-style-type: none"> Making healthy choices Being persistent | <ul style="list-style-type: none"> about healthy choices and activities develop resilience and persistence in my learning Working cooperatively with others when faced with a challenge | | <ul style="list-style-type: none"> At lunch/snack: Can they explain a healthy choice? Do they continue with a challenge even when struggling? Do they include others in their play? | <ul style="list-style-type: none"> Science PE Kidsafe Life Education |
| Growing and changing | <ul style="list-style-type: none"> Seasons Growing up | <ul style="list-style-type: none"> Talk about change in the environment talk about how babies and animals grow. tell you how boys and girls can be different or the same. | | <ul style="list-style-type: none"> Do they notice changes in the weather? Can they explain how they have changed from a baby? How do they interact with children of the opposite gender/sex? | <ul style="list-style-type: none"> Science Kidsafe Life Education |

EYFS (Rec): PSHE Curriculum

| Topic | Key themes | I will know... | I will say... | Learning check | Curriculum links |
|-------------------------|---|---|---------------|---|---|
| Me and my relationships | <ul style="list-style-type: none"> Feelings Getting help | <ul style="list-style-type: none"> Similarities and differences between me and my friends. Who helps me and will describe ways to help others. How to express my feeling Adults I can go to when I feel sad, scare or worried | | <ul style="list-style-type: none"> In conflict am I able to explain what's happened and how I feel? Can they ask trusted adults for help with managing emotion? Can they self regulate emotion? | <ul style="list-style-type: none"> Computing Kidsafe Life Education |
| Valuing difference | <ul style="list-style-type: none"> Recognising and respecting difference Being kind and caring | <ul style="list-style-type: none"> What make me and other unique What I have in common with other The importance of showing kindness towards others How to build on friendships and work with others | | <ul style="list-style-type: none"> Do they show respect if others have different interests and beliefs? What language would you use when talking about children's differences? Do they offer help to a friend in need? How do you show good listening towards your friends? | <ul style="list-style-type: none"> RE |
| Keeping safe | <ul style="list-style-type: none"> Asking for help Keeping healthy Staying safe around medicines | <ul style="list-style-type: none"> What my body needs to stay healthy How to make safe decisions around medicines and things I'm not sure about. Know how to stay safe at home and in school Who keeps me safe and when I might need their help | | <ul style="list-style-type: none"> Can tell you three ways we look after our bodies? (teeth/sleep/exercise) What do you do if you find medicine? Do they know some equipment in the classroom and at home is just for adults? Name trusted grown ups | <ul style="list-style-type: none"> Science PE Kidsafe Life Education Computing |
| Rights and respect | <ul style="list-style-type: none"> Taking care Making choices | <ul style="list-style-type: none"> Take responsibility for keeping the classroom tidy Understand that I can make a difference Some ways to look after our world | | <ul style="list-style-type: none"> How do you help keep the classroom tidy? Do you help at tidy up time? Are they aware of practices such as recycling? | <ul style="list-style-type: none"> Mathematics Science |
| Being my best | <ul style="list-style-type: none"> Making healthy choices Being persistent | <ul style="list-style-type: none"> to keep trying if they way I choose doesn't work about different feelings How to give new things a go despite how I feel health choices I have made | | <ul style="list-style-type: none"> Do they persist with challenges? Can you name 4 emotions/feelings? What new challenge have you tried? What healthy food choices do you make? | <ul style="list-style-type: none"> Science PE Kidsafe Life Education |
| Growing and changing | <ul style="list-style-type: none"> Life cycles Girls and boys | <ul style="list-style-type: none"> the life cycle of an animal about how we grow from a baby to adult Scientific names for my body parts How to keep myself safe | | <ul style="list-style-type: none"> Can you sequence the lifecycle? Can you say 2 ways you have changed from being a baby? Do they use correct names for private parts? Can you name your trusted grownups? | <ul style="list-style-type: none"> Science Kidsafe Life Education |

EYFS (Rec): Personal Development Enrichments

Community/ Cross School Links

Local area walk
Planting in allotment and in outdoor area
Buddies
Raising money for Children in Need / Red Nose Day/ St John's Hospice

Assemblies:

See assembly overview

Promotion of British Values:

Democracy: Vote for book of the day
Rule of law: The Willow Tree Way
Liberty: Choosing dinner, choosing resources and making planning decisions in the classroom.
Tolerance: Revisited through circle time and when discussing COEL, highlighted when exploring other cultures and beliefs
Respect: Revisited through circle time and when discussing COEL, highlighted when exploring other cultures and beliefs

Clubs:

dance club, drawing/colouring club, yoga club

Awareness Days:

World First Aid Day (9th September)
Remembrance Day (11th November)
Road Safety Week (15th November)
World Religion Day (15th January)
Great Big Green Week (10th June)

Beyond the Curriculum/ Visitors:

Planting in allotment and in outdoor area
Performing in the Nativity
Visit Lancaster Priory
Teddy bear hospital
Visit a farm/farm visit to school
Visit from emergency services
Visit to children's museum
Visit to the School's Pantomime



Willow Lane PSHE Curriculum

Year 1



Willow Lane
Community Primary School

Year 1: PSHE Curriculum

| Topic | Key themes | I will know... | I will say... | Learning check | Curriculum links |
|-------------------------|---|---|--|--|---|
| Me and my relationships | <ul style="list-style-type: none"> Feelings Getting help Classroom rules | <ul style="list-style-type: none"> how to name a variety of different feelings and explain how these might make me behave. some different ways of dealing with 'not so good' feelings. when I need help and who to go to for help. our classroom rules. | <p>friends, help, rules, family, hurt, safe, feelings, listen</p> | <ul style="list-style-type: none"> How do we show our feelings? What are safe and healthy ways to help our feelings come out? Why do we need classroom rules? When might you need to ask for help? Who can you ask for help? | <ul style="list-style-type: none"> Computing Kidsafe Life Education |
| Valuing difference | <ul style="list-style-type: none"> Recognising, valuing and celebrating difference Developing tolerance | <ul style="list-style-type: none"> some of the ways in which people are similar as well as different. why things sometimes seem unfair even if they are not. | <p>respect, feelings, different, safe, bully, fair, rules, special people, tease, similar, same, kind</p> | <ul style="list-style-type: none"> How are people similar/different? What is good about people being different? What is fairness? What is unfairness? | <ul style="list-style-type: none"> RE |
| Keeping safe | <ul style="list-style-type: none"> How our feelings can keep us safe Keeping healthy Medicine safety | <ul style="list-style-type: none"> what to do if I have strong feelings (angry, sad, scared, worried) to help me stay safe. some ways in which I can keep myself healthy. when medicines might be harmful. | <p>sleep, exercise, unsafe, share, nervous, medicine, uncomfortable, safe, healthy, private, worried, scared</p> | <ul style="list-style-type: none"> How can different feelings make your body feel different? What can you do if you feel angry, sad, scared or worried? How can you help if someone else has 'not so good' feelings? What do people need to keep healthy? Are medicines always helpful? Where do medicines need to be kept? Why? | <ul style="list-style-type: none"> Science PE Kidsafe Life Education Computing |
| Rights and respect | <ul style="list-style-type: none"> Looking after things | <ul style="list-style-type: none"> some different ways of how to look after myself and my environment- at home or at school. some ways we can look after our money. | <p>clean, environment, routine, first aid, spending, danger, money, saving, look after, responsible</p> | <ul style="list-style-type: none"> What do you look after? Why does our environment need to be looked after? Why is it a good idea to look after money? | <ul style="list-style-type: none"> Mathematics Science |
| Being my best | <ul style="list-style-type: none"> Keeping healthy Growth mindset | <ul style="list-style-type: none"> different ideas for what I can do if I find something difficult. why certain foods are healthy and why its important to eat 5 portions of vegetables/fruit everyday. | <p>starchy, dairy, protein, sugar, fruit, mistakes, hygiene, cereal, bread, energy, vitamins, germs</p> | <ul style="list-style-type: none"> What can you do if you find something difficult? Why do we need to eat different foods? What jobs do different foods do in the body? | <ul style="list-style-type: none"> Science PE Kidsafe Life Education |
| Growing and changing | <ul style="list-style-type: none"> Getting help Becoming independent Body parts | <ul style="list-style-type: none"> an adult I can talk to at both home and school if I need help. some things I can do now that I couldn't do as a toddler. the names of different parts of my body. | <p>adult, heart, brain, stomach, trusted, growing, lungs, vulva, penis</p> | <ul style="list-style-type: none"> What is a trusted adult? Which adults can you ask for help? How are girls' bodies and boys' bodies different? | <ul style="list-style-type: none"> Science Kidsafe Life Education |

Year 1: Personal Development Enrichments

Community/ Cross School Links

- Buddies for trip and reading
- Animal Care
- Teddy Bear Hospital
- Avanti trains

Assemblies:

See overview

Promotion of British Values:

Democracy: School Council elections, Visit to from local MP, Houses of parliament visit.

Rule of law: The Willow Tree Way

Liberty: Choosing dinner, choosing resources and making planning decisions in the classroom.

Tolerance: Revisited through circle time and when

discussing COEL, highlighted when exploring other cultures and beliefs

Respect: Revisited through circle time and when discussing

COEL, highlighted when exploring other cultures and beliefs

Clubs:

Yoga Club, Girl's Football Club

Dodgeball, Disney Shooting Stars, Mixed

Football Club, Chill Club, Active Games , GLOW

Ball Skills, MFC Mixed GLOW Football Club,

Chill Club, LEGO Club, Mindfulness Club, GLOW

Mixed Football Club, GLOW Just Dance Club

Chill Club

Awareness Days:

World First Aid Day (9th September)

Road Safety Week (15th November)

World Religion Day (15th January)

Children's Mental Health Week (5th Feb-)

Great Big Green Week (10th June-)

Beyond the Curriculum/ Visitors:

How to save a life- Recovery position/ Basic first aid

Nativity performance

Life Education Visit with Harold

Pastoral support

Bolton FC trip

Pantomime trip

Flamenco Workshops

Samba Workshops

Halloween Disco

Reindeer rush

Cat Smith MP visit

Houses of Parliament visit

Wheel Chair Basketball



Willow Lane PSHE Curriculum

Year 2



Willow Lane
Community Primary School

Year 2: PSHE Curriculum

| Topic | Key themes | I will know... | I will say... | Learning check | Curriculum links |
|-------------------------|--|--|---|--|---|
| Me and my relationships | <ul style="list-style-type: none"> Feelings/self-regulation Being a good friend Bullying and teasing Our school rules about bullying | <ul style="list-style-type: none"> what I can do if someone teases me. ways I can get help if I am being bullied. rules that will help to keep us happy and healthy. lots of ideas about what makes a good friend. how to express my emotions in a safe, controlled way. | feelings, happy, teasing, bullied, care, repeated, bullying, friendship, rules, friendly, safe, break | <ul style="list-style-type: none"> What is bullying? How can you help someone who is being bullied? What helps our classroom to be happy and friendly? What makes a good friend? How do our rules help to stop bullying? Why do we have different feelings? What are safe and healthy ways to let angry energy out? | <ul style="list-style-type: none"> Computing Kidsafe Life Education |
| Valuing difference | <ul style="list-style-type: none"> Being kind and helping others Listening skills | <ul style="list-style-type: none"> how I can help myself if I felt left out. different examples of listening. how listening skills can help to understand different points of view. | unique, clam, point of view, behaviour, listening, helpful, problem, unkind, respect, different arguments, kindness, listen, special people | <ul style="list-style-type: none"> What can you do if you feel left out? What makes someone a good listener? How can listening skills help in an argument? Why is it important to listen to another person's point of view? | <ul style="list-style-type: none"> RE |
| Keeping safe | <ul style="list-style-type: none"> Safe and unsafe secrets Appropriate touch Medicine safety | <ul style="list-style-type: none"> the difference between safe and unsafe secrets. safe people who can help if something feels wrong. examples of touches that are okay and not okay. a person I can tell if I felt 'not okay' about something. that some medicines can be helpful or harmful and give examples of how they can be used safely. | medicines, safe, touch, worried, secret, surprise, unsafe, private, uncomfortable, someone you trust | <ul style="list-style-type: none"> Do all secrets need to be kept secret? If something feels wrong, what can you do to stay safe? Who is a safe person to talk to? Are medicines always helpful? How can someone stay safe around medicines? | <ul style="list-style-type: none"> Science PE Kidsafe Life Education Computing |
| Rights and respect | <ul style="list-style-type: none"> Cooperation and self-regulation | <ul style="list-style-type: none"> ideas for to help me when I am not settled. | share, listen, erupt, control, ask for help, unsettled | <ul style="list-style-type: none"> What helps you to feel calm and settled? How can you help others to feel calm and settled? | <ul style="list-style-type: none"> Mathematics Science |
| Being my best | <ul style="list-style-type: none"> Looking after my body Growth mindset | <ul style="list-style-type: none"> what I need to have energy. how setting a goal can help me to achieve what I want to be able to do. | achieve, germs, injection, rest, brain, soap, vaccination, healthy, lungs, exercise, oxygen, teeth | <ul style="list-style-type: none"> How do we get energy? What do we need to stay healthy? What can you do if you find something difficult? How does setting a goal help with your learning? | <ul style="list-style-type: none"> Science PE Kidsafe Life Education |
| Growing and changing | <ul style="list-style-type: none"> Being supportive Dealing with loss Life cycles | <ul style="list-style-type: none"> who helps us grow and looks after us. things I can now do myself that I couldn't when I was younger. examples of how it feels when you have to say goodbye to someone or something. how to give feedback to someone. | supportive, loss, change, nipples, penis, vulva, safe, upset | <ul style="list-style-type: none"> What helps us to grow? What are you looking forward to when you are 10 years old? How does it feel to lose something? How can we stay in touch with someone? What positive things can we say to someone? What is a good way to help someone if they are finding something difficult? | <ul style="list-style-type: none"> Science Kidsafe Life Education |

Year 2: Personal Development Enrichments

Community/ Cross School

Links:

The Fire Service
Morecambe Football Club
Lancaster Cricket
Raising money for Children in Need
/ Red Nose Day/ St John's Hospice

Assemblies:

See overview

Promotion of British

Values:

Democracy: School Council elections,
Visit to from local MP, Houses of
parliament visit.
Rule of law: The Willow Tree Way
Liberty: Choosing dinner,
choosing resources and making
planning decisions in the classroom.
Tolerance: Revisited through circle
time and when
discussing COEL, highlighted when
exploring other cultures and beliefs
Respect: Revisited through circle time
and when discussing
COEL, highlighted when exploring
other cultures and beliefs



Clubs: Yoga Club, Girl's Football Club,
Dodgeball, Disney Shooting Stars, Mixed
Football Club, Chill Club, Active Games , GLOW
Ball Skills, MFC Mixed GLOW Football Club,
Chill Club, LEGO Club, Mindfulness Club, GLOW
Mixed Football Club, GLOW Just Dance Club
Chill Club

Awareness Days:

World First Aid Day (9th September)
Road Safety Week (15th November)
World Religion Day (15th January)
Children's Mental Health Week (5th
Feb-)
Great Big Green Week (10th June-)

Beyond the Curriculum/

Visitors:

How to save a life- Recovery position/ Basic
first aid
Nativity performance
Pastoral support
Pantomime trip
Flamenco Workshops
Samba Workshops
Halloween Disco
Reindeer rush
Cat Smith MP visit
Houses of Parliament visit
Wheel Chair Basketball
Cricket workshops
Morecambe Football Club



Willow Lane Geography Curriculum

Year 3



Willow Lane
Community Primary School

Year 3: PSHE Curriculum

| Topic | Key themes | I will know... | I will say... | Learning check | Curriculum links |
|-------------------------|---|---|--|---|---|
| Me and my relationships | <ul style="list-style-type: none"> Cooperation Friendships | <ul style="list-style-type: none"> how to accept the views of others and understand that we don't always agree with each other. how to be a good friend and suggest ways to make up with a friend if we've fallen out. | apologise, respect, disagree, responsibility, calm, disputes, arguments, persuade, opinions, falling out | <ul style="list-style-type: none"> Can people disagree and still be friends? How can arguments and disputes be settled? How can I make up with a friend if we have fallen out? How can I help others to sort out their argument? | <ul style="list-style-type: none"> Computing Kidsafe Life Education |
| Valuing difference | <ul style="list-style-type: none"> Recognising and respecting diversity Being respectful and tolerant | <ul style="list-style-type: none"> examples of different community groups and what is good about having different groups. examples of where respect and tolerance have helped to make it a happier, safer place. | different, name calling, prejudice, tolerance, community, strangers, bullying, belonging, identity, similarities | <ul style="list-style-type: none"> Are all families the same? If not, how are they different? What is good about having different community groups? What is prejudice and where does it come from? How can prejudice be challenged? Are tolerance and respect the same? How have you shown respect/tolerance? | <ul style="list-style-type: none"> RE |
| Keeping safe | <ul style="list-style-type: none"> Managing risk Staying safe online Drugs and their risks | <ul style="list-style-type: none"> how to make a situation less risky. that medicines can be helpful or harmful. some ways to keep my personal details safe online. that some information I see online might not be true. | alcohol, personal details, risk, internet safety, private, nicotine, trust, public, search engine, harmful situation, e-cigarettes, vape | <ul style="list-style-type: none"> What makes a situation risky? How can a risky situation be changed? Why do some people choose to take risks? What are the risks of cigarettes and alcohol? Why is it important to keep personal details safe when online? Is all the information we see online true? | <ul style="list-style-type: none"> Science PE Kidsafe Life Education Computing |
| Rights and respect | <ul style="list-style-type: none"> Skills we need to develop as we grow Helping and being helped | <ul style="list-style-type: none"> some ways of checking whether something is a fact or just an opinion. how I can help those who help me. | online, false, check, fact, opinion | <ul style="list-style-type: none"> How are facts and opinions different? How can we check whether something is a fact or opinion? What is 'false news'? How do we keep ourselves safe as we get older? | <ul style="list-style-type: none"> Mathematics Science |
| Being my best | <ul style="list-style-type: none"> Keeping myself healthy Celebrating and developing my skills | <ul style="list-style-type: none"> how to take responsibility for my health. how goal-setting has helped me to develop a skill or talent. | achieve, goal-setting, balanced diet, talents, practise, protein, carbohydrate, dairy | <ul style="list-style-type: none"> How can you take responsibility for your health? How do you feel when you do things to stay healthy? What skills or talents do you have? How can you develop a skill or talent? What would you like to achieve when you are older? | <ul style="list-style-type: none"> Science PE Kidsafe Life Education |
| Growing and changing | <ul style="list-style-type: none"> Keeping safe Relationships Menstruation | <ul style="list-style-type: none"> what makes for a positive and a negative relationship. what causes periods in women. when someone has invaded my body space. how to be assertive when asking someone to leave my personal space. | penis, vagina, womb, period, menstruation, breast, genitals, testicles, egg, relationships, body space, touch, assertive, jealous, puberty | <ul style="list-style-type: none"> What makes a positive relationship? How might a relationship be negative? What is menstruation? What is someone's body space? When is it okay to enter someone's body space? How can you ask someone to leave your body space? | <ul style="list-style-type: none"> Science Kidsafe Life Education |

Year 3: Personal Development Enrichments

Community/ Cross School

Links:

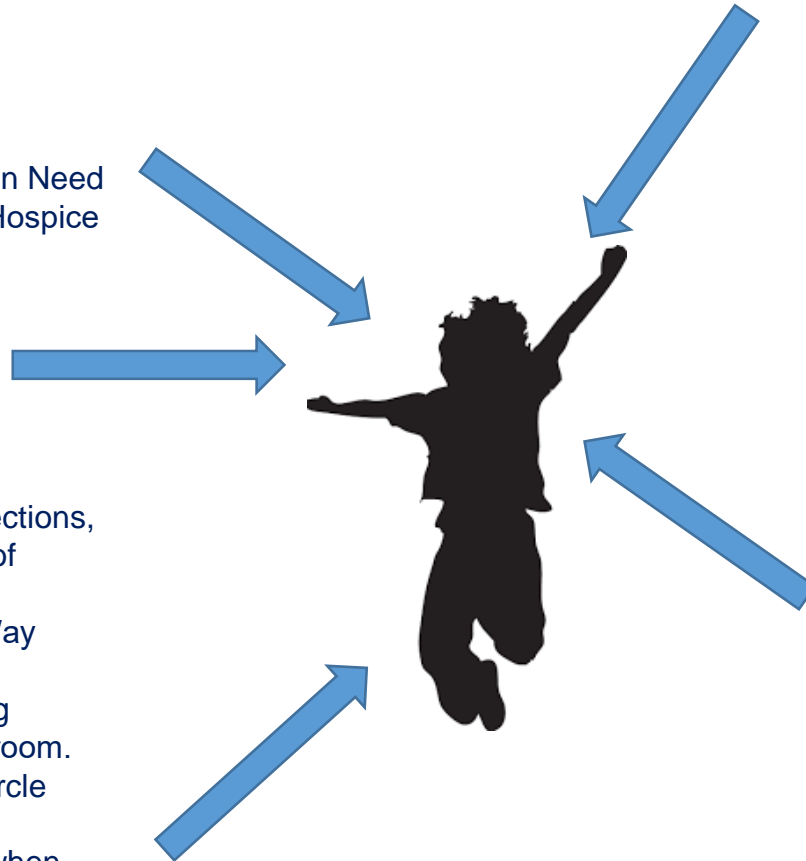
Local litter picking
Lancaster university- STEM
Lancaster Cricket
Raising money for Children in Need
/ Red Nose Day/ St John's Hospice

Assemblies:

See Overview

Promotion of British Values:

Democracy: School Council elections, Visit to from local MP, Houses of parliament visit, Newsround
Rule of law: The Willow Tree Way
Liberty: Choosing dinner, choosing resources and making planning decisions in the classroom.
Tolerance: Revisited through circle time and when discussing COEL, highlighted when exploring other cultures and beliefs
Respect: Revisited through circle time and when discussing COEL, highlighted when exploring other cultures and beliefs, star of the week, talk partners, class rules



Clubs: Chill Club , Active Games , Performing Arts , Girls Football , Ocarina, Chill Club, LEGO Club, Latin Club, Art Club, GLOW Raquet Skills , MFC Mixed Football Club , GLOW Balls Club, Manga Art Club, Korfbal, MFC GLOW Mixed Football Club, Cooking Club, Coding Club, Gardening Club

Awareness Days:

Remembrance Day (11th November)
Road Safety Week (15th November)
World Religion Day (15th January)
Children's Mental Health Week (5th Feb-)
Great Big Green Week (10th June)

Beyond the Curriculum/ Visitors:

KS2 Christmas Show
Pastoral support
Pantomime trip
Flamenco Workshops
Samba Workshops
Halloween Disco
Reindeer rush
RSPB Big Birdwatch
Cat Smith MP visit
Houses of Parliament visit
Wheel Chair Basketball
Cricket workshops
Morecambe Football Club
Egg drop



Willow Lane Geography Curriculum

Year 4



Willow Lane
Community Primary School

Year 4: PSHE Curriculum

| Topic | Key themes | I will know... | I will say... | Learning check | Curriculum links and notes |
|-------------------------|--|--|--|---|---|
| Me and my relationships | <ul style="list-style-type: none"> Recognising feelings Bullying Assertive skills | <ul style="list-style-type: none"> how body language can give clues about how someone is feeling. what to do if someone was upsetting me or I was being bullied. what assertive means and ways in which I can be assertive. | <p>ignored, delighted, teasing, confident, compromise, body language, emotions, frightened, excluded, collaborate, pressure, bullying, joyful, excited, respectful, alone, worried, lonely</p> | <ul style="list-style-type: none"> What is body language? What is the difference between teasing and bullying? How can someone help themselves if they are being bullied? How can you be assertive? | <ul style="list-style-type: none"> Computing Kidsafe Life Education |
| Valuing difference | <ul style="list-style-type: none"> Recognising and celebrating religious and cultural difference Understanding and challenging stereotypes | <ul style="list-style-type: none"> some of the ways in which people are different, including religious or cultural differences. why it's important to challenge stereotypes of people. | <p>challenge, labelled, confidence, stereotype, negotiate, unique, positive, prejudice, difference, invade, similarities, respect</p> | <ul style="list-style-type: none"> How can difference between people be positive? What is a stereotype? | <ul style="list-style-type: none"> RE |
| Keeping safe | <ul style="list-style-type: none"> Managing risk Understanding the risks of cigarette and alcohol use Influences | <ul style="list-style-type: none"> a range of examples of people or things that might influence someone to take risks. some of the risks of smoking and alcohol for a person's health. reasons why most people choose not to smoke or drink too much alcohol. a range of examples of positive and negative influences. | <p>hazard, risky, decisions, danger, situation, influence, alcohol, consequences, dare, drug, harmful, cigarettes, vapes, shared, downloaded</p> | <ul style="list-style-type: none"> Why do most people choose not to smoke or drink too much alcohol? What is a positive influence? What is a negative influence? | <ul style="list-style-type: none"> Science PE Kidsafe Life Education Computing |
| Rights and respect | <ul style="list-style-type: none"> Decisions about spending money Media influence Making a difference | <ul style="list-style-type: none"> how a bystander can have a positive effect on negative behaviour they witness. how media reports can influence how people think about things. | <p>anti-social behaviour, media, United Nations, rights, spending, reduce, influence, environment, public services, income tax, negative, recycle, essential, actions, positive, community, responsibility, reuse, volunteer, school council</p> | <ul style="list-style-type: none"> Can one person make a difference to their environment? How can someone be an active bystander? Is everything in the media true? How can media reports influence people? What choices and decisions do we make about spending money? | <ul style="list-style-type: none"> Mathematics Science |

Year 4: Personal Development Enrichments

Community/ Cross School Links

Morecambe Football Club
The Olive Branch
Lancaster and District Music Service
Raising money for Children in Need / Red Nose Day/ St John's Hospice

Assemblies: See overview

Promotion of British Values:

Democracy: School Council elections, Visit to from local MP, Houses of parliament visit, Newsround
Rule of law: The Willow Tree Way
Liberty: Choosing dinner, choosing resources and making planning decisions in the classroom.
Tolerance: Revisited through circle time and when discussing COEL, highlighted when exploring other cultures and beliefs
Respect: Revisited through circle time and when discussing COEL, highlighted when exploring other cultures and beliefs, star of the week, talk partners, class rules

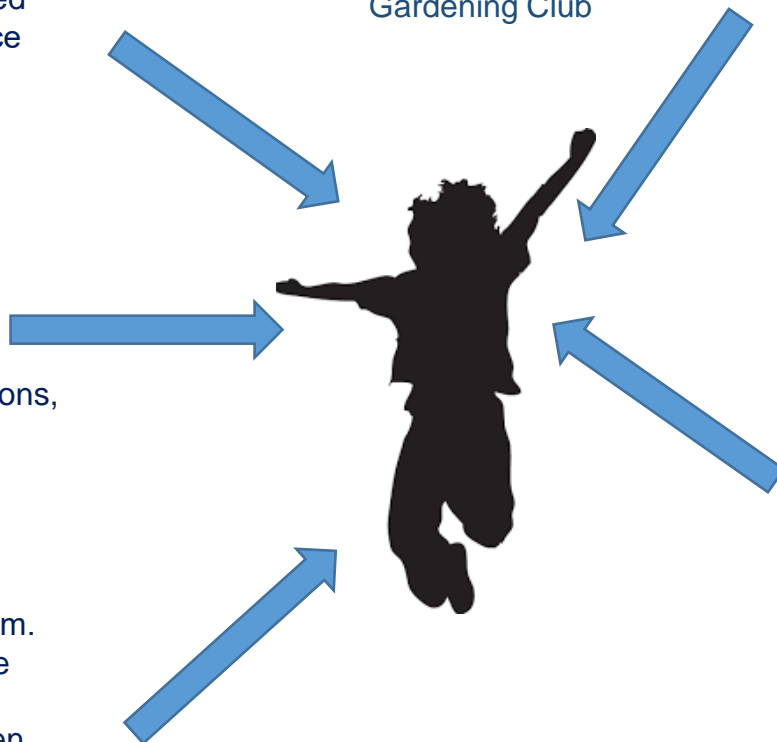
Clubs: Chill Club , Active Games , Performing Arts , Girls Football , Ocarina, Chill Club, LEGO Club, Latin Club, Art Club, GLOW Raquet Skills , MFC Mixed Football Club , GLOW Balls Club, Manga Art Club, Korfball, MFC GLOW Mixed Football Club, Cooking Club, Coding Club, Gardening Club

Awareness Days:

Remembrance Day (11th November)
Road Safety Week (15th November)
World Religion Day (15th January)
Children's Mental Health Week (5th Feb-)
Great Big Green Week (10th June)

Beyond the Curriculum/ Visitors:

KS2 Christmas Show
Pastoral support
Pantomime trip
Flamenco Workshops
Samba Workshops
Halloween Disco
Reindeer rush
RSPB Big Birdwatch
Houses of Parliament Workshop
Water Workshop
Engineering workshops
Ribchester visit
Wheel Chair Basketball
Morecambe Football Club
Lancaster & District Singing Festival



Willow Lane Geography Curriculum

Year 5



Willow Lane
Community Primary School

Year 5: PSHE Curriculum

| Topic | Key themes | I will know... | I will say... | Learning check | Curriculum links and notes |
|-------------------------|---|--|---|--|---|
| Me and my relationships | <ul style="list-style-type: none"> Feelings Friendship skills, including compromise Assertive skills | <ul style="list-style-type: none"> different examples of emotional needs and why they are important. how to be assertive and stand up for myself. | collaborate, aggressive, resolution, conflict, pressure, emotional needs, passive, assertive, negotiation, unsafe, uncomfortable touch, unhealthy relationship, qualities | <ul style="list-style-type: none"> Do we all have the same emotional needs? Why are emotional needs important? What qualities make a good friend? How can someone stand up for themselves? When would someone use their assertiveness skills? | <ul style="list-style-type: none"> Computing Kidsafe Life Education |
| Valuing difference | <ul style="list-style-type: none"> Recognising and celebrating difference Influence and pressure of social media | <ul style="list-style-type: none"> examples of different faiths and cultures. the positive effects of having different faith and cultures. how people aim to create an impression of themselves online and how this may not reflect their real life. | multicultural society, compare, discrimination, diverse, racism, false impression, excluded, conflict, celebrate, social media, cultural, tolerance, acceptance | <ul style="list-style-type: none"> Why is having different groups something to celebrate? How can religious and cultural differences cause conflict? Why would someone want to create a false impression of themselves online? | <ul style="list-style-type: none"> RE |
| Keeping safe | <ul style="list-style-type: none"> Managing risk, including staying safe online Norms around legal drugs | <ul style="list-style-type: none"> things that may influence a person to take risks online. that I have choices. that only 3% of young people smoke and why some people believe many more young people smoke than actually do. | habit, pressure, weigh up, privacy settings, cyberbullying, social norms, assess | <ul style="list-style-type: none"> What risky situations can occur online? What can influence a person to take risks online? Why do most young people choose not to smoke? | <ul style="list-style-type: none"> Science PE Kidsafe Life Education Computing |
| Rights and respect | <ul style="list-style-type: none"> Decisions about lending, borrowing and spending Rights and responsibilities (including for health) | <ul style="list-style-type: none"> some of the rights and responsibilities that I have and that may change as I grow older. the ways in which I am responsible for keeping myself healthy. that local councils make decisions on how to spend money on services we need in the community. | councillors, interest, rights, responsibility, debit, costs, borrow, credit, community group, public services, loan, council, vote, duties, sustainable, elections | <ul style="list-style-type: none"> What rights and responsibilities do we have for the community and the environment? Why do some people find it hard to stick to their responsibilities to keeping healthy? What services do local councils provide? How might a council's spending choices affect a community? | <ul style="list-style-type: none"> Mathematics Science |
| Being my | <ul style="list-style-type: none"> Growing independence and taking | <ul style="list-style-type: none"> how I have increased my independence and how that has helped me to show responsibility. that the qualities that make people | perseverance, media influence, celebrities, | <ul style="list-style-type: none"> Why does having more independence mean having more responsibility? Are all media images of celebrities trustworthy? | <ul style="list-style-type: none"> Science PE |

Year 5: Personal Development Enrichments

Community/ Cross School Links

Bikeability
Lancaster University
Reading to Nursery School
Lunchtime servers
Playtime task force

Assemblies:

See overview

Promotion of British Values:

Democracy: School Council elections, Visit to from local MP, Houses of parliament visit, Newsround
Rule of law: The Willow Tree Way
Liberty: Choosing dinner, choosing resources and making planning decisions in the classroom, history unit world wars
Tolerance: Revisited through circle time and when discussing COEL, highlighted when exploring other cultures and beliefs
Respect: Revisited through circle time and when discussing COEL, highlighted when exploring other cultures and beliefs, star of the week, talk partners, class rules, remembrance- Westfield Village

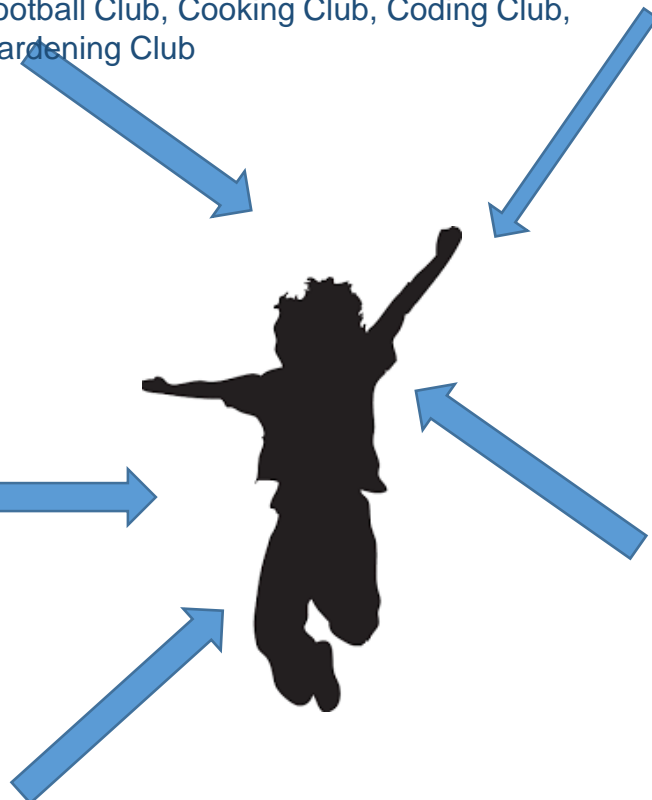
Clubs: Chill Club , Active Games , Performing Arts , Girls Football , Ocarina, Chill Club, LEGO Club, Latin Club, Art Club, GLOW Raquet Skills , MFC Mixed Football Club , GLOW Balls Club, Manga Art Club, Korfball, MFC GLOW Mixed Football Club, Cooking Club, Coding Club, Gardening Club

Awareness Days:

Remembrance Day (11th November)
Road Safety Week (15th November)
World Religion Day (15th January)
Children's Mental Health Week (5th Feb-)
Great Big Green Week (10th June)

Beyond the Curriculum/ Visitors:

SCARF Life Education visit
Pastoral support
SAFENET healthy relationships
KS2 Christmas Show
Cinema Trip
Pastoral support
Pantomime trip
Flamenco Workshops
Samba Workshops
Halloween Disco
Reindeer rush
RSPB Big Birdwatch
Houses of Parliament Workshop
Water Workshop
Engineering workshops
Wheel Chair Basketball
Morecambe Football Club
Westfield Memorial Village visit
Star Gazing with parents
Lancaster Uni STEM workshops
Law and Order Lancaster Uni visits



Willow Lane Geography Curriculum

Year 6



Willow Lane
Community Primary School

Year 6: PSHE Curriculum

| Topic | Key themes | I will know... | I will say... | Learning check | Curriculum links and notes |
|-------------------------|--|---|---|---|---|
| Me and my relationships | <ul style="list-style-type: none"> Cooperation Assertiveness Safe/unsafe touches | <ul style="list-style-type: none"> what bystanders do when someone is being bullied. some ways to negotiate and compromise. what inappropriate touch is and give an example. | <p>assertiveness, appropriate, sensitive, collaborate, response, appropriate, culture, inappropriate, religion, bullied, illegal, active, forced marriage, bystanders</p> | <ul style="list-style-type: none"> What is the difference between an active and a passive bystander? How can active bystanders affect a bullying situation? How can negotiation and compromise skills help someone? What types of touch are illegal? If someone experiences inappropriate touch, how can they get help? | <ul style="list-style-type: none"> Computing Kidsafe Life Education |
| Valuing difference | <ul style="list-style-type: none"> Recognising and reflecting on prejudice based behaviour Understanding bystander behaviour | <ul style="list-style-type: none"> why some people show prejudiced behaviour and how this can lead to bullying. how active bystanders can help in bullying situations. | <p>disrespect, self-esteem, diversity, prejudice, identity, empathy, tolerance, assumption, media influence, situation, gender stereotype, empathy</p> | <ul style="list-style-type: none"> Why do some people show prejudiced behaviour? people to be more understanding of those who are different to them? When would it be safe/unsafe to be an active bystander? | <ul style="list-style-type: none"> RE |
| Keeping safe | <ul style="list-style-type: none"> Staying safe online Drugs: norms and risks (including the law) Emotional needs | <ul style="list-style-type: none"> why emotional needs are as important as physical needs. how a person might be affected if their emotional needs aren't met. how to keep myself safe when using a mobile phone. the risks and laws around sharing personal information or images. why so few young people choose to drink alcohol. | <p>online safety, legal, privacy, sharing online, emotional needs, physical needs, age restrictions, possess, parental consent, permission, social media, alcohol, supply, non-medical, produce, personal information</p> | <ul style="list-style-type: none"> Why are emotional needs as important as physical needs? What are the positives and negatives of having a mobile phone? How can someone keep themselves safe when using a mobile phone? Why are their laws about sharing inappropriate images on mobile phones? Why do you think fewer young people are choosing to drink alcohol? | <ul style="list-style-type: none"> Science Computing PE Kidsafe Life Education |
| Rights and respect | <ul style="list-style-type: none"> Earning and saving money Understanding media bias. including social media Caring communities and the environment | <ul style="list-style-type: none"> why someone might choose to only show certain aspects of themselves online. how social media can affect how a person feels about themselves. environmentally sustainable living means and share ideas for how to live in a more sustainable way. advantages and disadvantages of different ways of saving money. | <p>biased, elections, candidate, image, profile, interest, tax,, saving cash vote, debit card, public service, sustainable, bank/building society, account, democracy</p> | <ul style="list-style-type: none"> Why do some people show only certain aspects of themselves? How can social media affect how people feel about themselves? How can someone stay healthy when using social media? How can we change to live more sustainably? What is interest when money is saved? What different ways are there to save money? | <ul style="list-style-type: none"> Mathematics Science |
| Being my best | <ul style="list-style-type: none"> Managing risk Aspirations and goal setting | <ul style="list-style-type: none"> how to overcome problems and challenges on the way to achieving my goals. some examples of emotional and physical risks. | <p>connect, influence, goal setting, aspirations, perseverance</p> | <ul style="list-style-type: none"> How can it help to have a plan for goals and aspirations? How can problems, challenges and barriers be overcome? How can a risk be emotional? What can someone do to reduce a risk? | <ul style="list-style-type: none"> Science PE Kidsafe Life Education |
| Growing and changing | <ul style="list-style-type: none"> Self esteem Keeping safe | <ul style="list-style-type: none"> when a secret should be shared with a trusted adult. some of the emotional changes associated with puberty. how people may feel as their body changes | <p>manipulation, puberty, sexual intercourse, confidential, privacy</p> | <ul style="list-style-type: none"> What secrets should be shared? What physical changes occur during puberty? What emotional changes occur during? What can affect the way someone feels about | <ul style="list-style-type: none"> Science Kidsafe |

Year 6: Personal Development Enrichments

Community/ Cross School Links

Litter Pick
Reading to Year Rec/ Year 2
Trip buddies
Play leaders
Team captains

Assemblies:

See overview

Promotion of British Values:

Democracy: School Council elections, Visit to from local MP, Houses of parliament visit, Newsround
Rule of law: The Willow Tree Way
Liberty: Choosing dinner, choosing resources and making planning decisions in the classroom,
Tolerance: Revisited through circle time and when discussing COEL, highlighted when exploring other cultures and beliefs, Learning about Slavery and Emancipation – Respect and empathy
Respect: Revisited through circle time and when discussing COEL, highlighted when exploring other cultures and beliefs, star of the week, talk partners, class rules, daily Newsround.

Awareness Days:

Remembrance Day (11th November)
Road Safety Week (15th November)
World Religion Day (15th January)
Children's Mental Health Week (5th Feb-)
Great Big Green Week (10th June)

Clubs: Chill Club , Active Games , Performing Arts , Girls Football , Ocarina, Chill Club, LEGO Club, Latin Club, Art Club, GLOW Raquet Skills , MFC Mixed Football Club , GLOW Balls Club, Manga Art Club, Korfbal, MFC GLOW Mixed Football Club, Cooking Club, Coding Club, Gardening Club

Beyond the Curriculum/ Visitors:

SCARF Life Education visit
Pastoral support
SAFENET healthy relationships
KS2 Christmas Show
Cinema Trip
Pantomime trip
Flamenco Workshops
Samba Workshops
Halloween Disco
Reindeer rush
RSPB Big Birdwatch
Wheel Chair Basketball
Morecambe Football Club
Maritime Museum Viking Trip
Viking Bake Off
London trip
Westend Show
Lancaster University Cyber Crim Work
Lancaster Slavery Trail
Young Voices
Fire Service Visit
PCSO visit

