**Aims**

Personal, Social and Health Education is not a National Curriculum Subject but is a fundamental part of our school curriculum as we teach children about themselves, the relationships that they have with family, friends and the communities that they live in. It captures ways in which they can keep themselves safe, so is essential step in our safeguarding of pupils and includes both ‘on’ an ‘off- line’ environments. It lays foundations for effective Relationships and Sex Education. Essentially then it is about Personal and Character Development and we therefore reference much of the learning to our School Values and the school’s Behaviour Curriculum.

The Five School Values intrinsic to Character & Personal Development within the Academy are:

* Courage to Initiate and Embrace Challenge
* Learning and Achieving
* Including and Inspiring Individuals
* Mindful and Reflective
* Building Safe & Loving Communities

**Intent** - *What are we trying to achieve for our children in Personal Social & Health Education?*

The intent of the Sir Edmund Hillary Academy PSHE/RSHE curriculum is to address pupils’ understanding of their relationships, their health and wellbeing and their role in a global society in an age-appropriate and meaningful way. The PSHE/RSHE curriculum provides children with an important opportunity for Spiritual, Moral, Social and Cultural (SMSC) development, including the promotion of British Values (**democracy**, the **rule of law**, **individual liberty** and **mutual respect** and **tolerance**). A summary of how the whole curriculum supports SMSC and British Values is provided below.

This curriculum also contributes to Personal Development of pupils by equipping them with the attributes, knowledge and skills they need to support physical, mental and emotional wellbeing in school and beyond.

Our PSHE/RSHE curriculum will encourage mutual respect, responsibility and foster self-esteem and empathy for others, promoted through discussion and the encouragement of tolerance towards others.

**Implementation** - *How is the curriculum delivered?*

Following the ‘Development Matters’ guidance in EYFS, our Nursery and Reception children develop along the Prime Areas in Personal, Social and Emotional Development which are particularly relevant for progress in PSHE into KS1 and KS2. At Sir Edmund Hillary, we implement a Personal Social & Health Education curriculum that;

* Uses the PSHE Association Programme of Study, interpreted by the Sheffield PSHE. This is divided into three core themes; Health and Wellbeing, Relationships and Living in the Wider World and the statutory RHE programme of learning will be taught through these overarching headings. Within these three core themes pupils should be taught about:
  + Respect, Consent, Diversity and Identity
  + Relationships online
  + Being Safe
  + The Law
  + Healthy lifestyles and how to seek support
  + Personal Responsibility & Self-respect
* The content will be supplemented by additional PSHE teaching resources such as **Clever Never, Take 5 Breathing for Mindfulness**
* enables pupils to participate in at least 30 minutes of high-quality PSHE lessons each week.
* has a Long Term plan that is on a year group and two year cycle , but provides a clear progression of complexity of understanding
* is supported by a school environment that encourages a reflection on our School Values promoting teamwork and leadership skills and providing opportunities for pupils to demonstrate these.

**Impact** - *What difference is the curriculum making? How do you know whether pupils know what you think they know?*

Through our PSHE programme children will understand the importance of themselves within the school’s and societies values, SMSC and British Values and they will be able to appreciate the effects of the programme on their lives in and out of school,

This will be evident through regular pupil voice exercises and the PSHE curriculum monitoring by the Subject Leader.

By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, an effective PSHE programme can tackle barriers to learning, raise aspirations, and improve the life chances of the most vulnerable and disadvantaged pupils. The skills and

attributes developed through PSHE education are also shown to increase academic attainment and attendance rates, particularly among pupils eligible for free school meals, as well as improve employability and boost social mobility, thereby meeting the Aspirational goal within our Curriculum Statement.

By the time they leave our academy, personal, social and health education (PSHE) enables our learners to become healthy, independent and responsible members of a society. It helps them understand how they are developing personally and socially, and tackles many of the

moral, social and cultural issues that are part of growing up.

Our curriculum allows pupils to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society.

Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

**Subject Structure**

**Online Safety**

**Our Communities**

**Friends**

**Family**

**Physical Health**

**Mental Wellbeing**

**Growing Up**

**Respect, Consent, Diversity, Identity**

**Seeking Support**

**Relating online**

**Personal Responsibility & Self-Respect**

**Being Safe**

**The Law**

**Relationships**

**Living In the Wider World**

**Health & Well-Being**

Icon

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When I learn in **Personal, Social, Physical & Health Education (PSHE)** I am learning about:

Who I am as a person and an individual and the relationships I have within my home life and school life.

I am also learning about the community I live in and what it means to live in in Britain and how I can make the world we share a great place to be.

I will learn how to have courage and work hard and I will learn to be respectful and understanding of others.

I will learn to look after my body and my mind, and I will learn how to keep myself safe at home, in school, in my community and online.

Planning

This route will help me to become:

-Courageous

-A Life-long Learner

-Including of Others

-Inspiring of Others

A Builder of Safe and loving community

A mountain covered in snow

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*![A picture containing graphical user interface

Description automatically generated]()*

The diagram represents a typical organisation of the PSHE curriculum whereby the children will look at Family Relationships, Friendships, the Wider World and a Health related issue most terms. What is show is the order in which they meet these issues first in each cycle.

Growing Up

Family

Physical Health

Growing Up

Mental Wellbeing

Our Communities

Friends

Online

Safety

Growing Up

Our Communities

Physical Health

Online

Safety

Mental Wellbeing

Friends

Family

Upr KS2

Cycle A

Physical Health

Family

Growing Up

Upr KS2

Cycle B

Online

Safety

Our Communities

Friends

Mental Wellbeing

Growing Up

Our Communities

Physical Health

Mental Wellbeing

Family

Friends

Online

Safety

Our Communities

Online

Safety

Family

Physical Health

Mental Wellbeing

Growing Up

Our Communities

Online

Safety

Family

Mental Wellbeing

Physical Health

Friends

Growing Up

Friends

Mental Wellbeing

Friends

Family

Physical Health

Growing Up

Our Communities

Foundation

Lwr KS2

Cycle A

Lwr KS2

Cycle B

KS1

**Progressions**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Relationships- Family** | Know that families are different.  Know that the people in our families are special to us.  Know how to talk about family members and experiences with them. | Know that families are made up of a special group of people, which changes gradually over time.  Know that these people are all connected in different ways, and that these connections are important  Know that we should feel loved, cared for and safe in our homes.  Know what to do if our needs are not being met  Know that other people need permission before they can touch us  Know that some parts of our bodies are more private than others  Know that if someone doesn’t want us to touch them, we must respect that  Know that certain parts of our bodies are very private, and only we get to decide what happens to them  Know that secrets and surprises are different  Know how to report concerns | Know how changes and events can influence our feelings  Know that children and adults both have responsibilities to each other.  Know that families are highly varied; no family is the same | Know that families can change  Know that parents can split up and people can die  Know that these events are not the fault of the child  Know that there are many differences between families and all families are unique  Know there is no one set family structure  Know that all people deserve respect, even if they are different to other people | Know that there are far more similarities than there are differences  Know that any type of family can provide love and support  Know that we all have different abilities and find different things challenging | Know why some people get married  Know that not everyone wants to get married  Know that forced marriage is illegal  Know the positive features that should be present in a family  Know how to disagree with respect  Know the difference between secrets and surprises (when to break confidentiality)  Know the concept of consent  Know that “My body belongs to me”  [private parts, exceptions (doctors), FGM prevention\*  Know the diversity of home lives | Know that many people have heritage from other countries and may have dual heritage  Know that the cultural differences between families do not make people better or worse and often present an opportunity for learning and fun |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | EYFS | | Year 1 | | Year 2 | | Year 3 | | Year 4 | | Year 5 | | Year 6 | |
| **Relationships - Friends** | Know how to work and play co-operatively.  Know how to take turns with peers.  Know how to hold a back-and-forth conversation with a friend.  Knows how to show sensitivity to the needs of others. | | Know that there is a difference between close friends, friends, acquaintances and strangers  Know that difference can be a positive thing in our relationships  Know that friends should treat each other well and be fair  Know that being controlling of other people is bad and that excluding other children is hurtful  Know that friends should not tell us what to do, although we should listen politely | | Know that there is not an ideal number of friends [You can have as many as you like]  Know that friends do not always agree with each other, but we can resolve our differences kindly, and with mutual respect.  Know that there are different types of bullying and understand which ones are the worst  Know how to empathise with other people and understand why bullying is so hurtful | | Know that other people’s emotions are important  Know that our actions can affect other people’s feelings  Know that differences in gender, skin colour, religion, culture, sexuality and (dis)ability should not inhibit friendship or cause negative treatment  Know some similarities and differences between boys and girls.  Know that friendships are not always perfect  Know that it is normal to disagree with your friends  Know some techniques to deal with conflict within friendships | | Know that we have responsibilities to our friends  Know what we can do to maintain healthy relationships  Know that relationships come with a mixture of positive and negative emotions  Know when a relationship is unhealthy when support is required | | Know what it takes to be a good friend  Know with people who are excluded  Know that we don’t have to be the same as everyone else to have friends  Know that we should respect other people, irrespective of their unique characteristics  Know that friends should make us feel good and safe  Know some of the reasons why  some children bully  Know that violence is always wrong,  Know some skills to avoid conflict and reconcile differences  Know what stereotypes are  Know that gay, bisexual, transgender and non-binary people may face discrimination  Know that we should treat everyone with respect, regardless of their physical appearance    Know the difference between an average and an essential difference    Know what sexism is and how it can manifest itself. | | Know that friendships change over time, and our friends often have different opinions, feelings and motivations to ours  Know that friendship is not just about doing what someone says and that boundaries are healthy and an essential part of any relationship  Know how to identify behaviour that is controlling or manipulative  Know how to identify issues around consent and coercion  Critique media and identify stereotypes in the world around them  Know how to challenge stereotypes when they see them  Know how to accurately use language relating to gender, sexuality and identity  Know how to analyse stereotypes around gender & representations of gender in the media  Know what it looks like to be an anti-sexist ally | |
|  | | EYFS | | Year 1 | | Year 2 | | Year 3 | | Year 4 | | Year 5 | | Year 6 |
| **Living in the Wider World- Our Communities** | | Know why we need certain rules.  Know what is right and what is wrong at school.  Know how to behave by following the rules.  Know how to ask for help if they need it.  Knows how to show sensitivity to the needs of others.  Know how to talk about places they have visited within our community. | | Know why we have rules and how they help us learn and be happy  Know how to behave appropriately and how to contribute to school life  Identify their special people in school  Appreciate that they should treat people with respect and kindness, regardless of difference  Know what to do if they feel uncomfortable, either with strangers or with people they know  Name their body parts, including external genitalia  Know that money mainly comes from doing jobs | | Appreciate how important school is to them  Know what range of communities live near school  Discuss the similarities and differences between boys and girls, including ideas that challenge gender stereotypes  Appreciate that different jobs are suitable for different people  Know how to make basic decisions about money (spending and saving) | | Know what is meant by ‘the rule of law’ *[link to British Values]*  Know that the world is not fair and it is our responsibility to help those less fortunate  Know that we are all part of a wider community of people, who we rely on  Know that we should treat the people in our community with respect  Know that biological parents (“Tummy mummy” and “birth dad”) are not always the people that look after a child | | Know the basics of how laws are made and enforced  Know some reasons why we need laws and that these are not always the same for everyone (some people need more protection - for example children)  Identify our common values *(Link to ‘British Values’)*  Know that we have a responsibility to support other people in our community when we are able to  Know that the people you live with are not always part of your ‘birth family’(adopted/ foster care, carers)  Know that we have the power and responsibility to make our communities better places to live | | Know why some people discriminate & identify the most common types of prejudice  Know the protected characteristics  Know that groups and individuals from minority groups are more likely to be victims of prejudice, harassment and bullying  Know what to do when encountering prejudice  Know that changes in our behaviour can allow people to be included  Know different ways that money affects their lives  Know that debt results from spending more than you are able to earn  Know why some people must leave their countries  Know that migrants are often the victims of discrimination and ill-treatment and that very few people are illegal immigrants (as opposed to legal immigrants and asylum seekers)  Know that our country’s culture is made up of all of the different immigrants that have come her over thousands of years | | Know that unconscious bias exists  Know how a history of prejudice impacts people who are alive today  Know that the protected characteristics are identified in the Equality Act  Know what non-violent direct action is  examples of NVDA and why they are significant.  Know that peaceful actions are often more successful and less morally problematic than other methods of protest  Know that the infrastructure around us is built and maintained by tax payments  Know that not everyone has the same access to money and employment across the world  Know why some people choose to come to the U.K.  Know that most refugees stay near their country of origin  Know that some countries are affected by war, poverty and oppression, and this contributes to migration into this, and other, countries |

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Living in the Wider World- Online Safety** | Know that they should ask a grown up before going on the internet.  Know that adults can help find websites/apps that are safe for them.  Know that you should tell a grown up if something pops up on your screen.  Know that too much screen time is not healthy. | Know that people need to get the correct balance of time spent online and offline  Know why we shouldn’t share personal information  Know that people online are strangers if we don’t know them in real life  Know that we shouldn’t share private and personal information with strangers | Know how to keep our personal information private and safe when we are online  Know that anybody can put things online  Recognise the difference between truth and fiction  Know that things online are often not true  Become more familiar with the term ‘Fake News’  Know that too much screen time is not healthy. | Know that people on the internet are not always who they say they are, and may have malicious intentions  Know that we must keep our personal information safe  Know that friends should behave in a certain way, whether they are online or offline  Know that websites store a lot of our information when we visit them  Know that information online must be checked before it is believed | Know how to be kind in online social environments  Know that peer pressure can make us do inappropriate or unkind things  Have a more thorough and sophisticated understanding of personal information  Know that part of digital literacy is about being able to analyse digital content  Know some of the motivations behind putting false things online  Know that too much screen time is not healthy. | Know that social media comes with pressure  Know that we have a significant amount of control over our online lives  Know that our actions/lack of actions can have an impact on ourselves and those around us  Know that our personal information is valuable, sensitive & private to us  Know that there are dangers online for younger people  Know that communicating online can be complex  Know that not everything they read is true or without bias  Know that bias can mislead readers, and that there are multiple perspectives to many stories  Know that there is both positive and negative content online  Know that social media can exert pressure on us, by making us feel jealous or insecure about our own lives  Know that images and videos that we see online are not always a true reflection of reality | Know that giving away personal information can lead to both physical and emotional damage  Know that many small details can be pieced together to gain a much more comprehensive set of information about a person  Know how to Identify common manipulation tactics  Know that our personal information can be used to make money and target us with advertising  Know that digital literacy is being able to analyse digital content  Know that everyone is at least a bit biased, so we have to be careful to balance our views and tolerate  disagreement  Know how different groups have their own motivations, often based around commercial or ideological reasons  Know how social media tends to limit the number of opposing views that we encounter |
|  | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Health And Well-being -Mental Well-being** | Know how to understand my own feelings.  Know how to show an understanding of other people’s feelings.  Know how to regulate my behaviour.  Know how to control my immediate impulses and wait for what I want.  Know how to set simple goals for myself. | Know that we have a range of emotions, depending on our experiences and situations  Know what to do when we experience strong emotions  Know that each of us has skills and talents that are valuable  Know that we are important, unique people who deserve kindness and respect  Know that our choice of activities can affect our happiness | Know that it is important to grow language to talk about feelings  Know how to appreciate that other people are important, no matter how good they are at certain things  Know the connection between their actions and the feelings of themselves and others | Know a wide range of feelings that we all experience these at varying depths  Know some strategies to deal with these feelings and know when to seek support  - | Know a range of powerful emotions that we can have  Know that we have responsibilities for some things but cannot control everything  Know what to do if we experience low moods  Know some strategies to support their own self esteem | Know how to develop abilities to communicate our own feelings, listen to other people’s feelings and respond appropriately  Know how to identify comfortable and uncomfortable emotions and the impact these have on our mental wellbeing  Know that some people find it hard to read and express emotions  Know some strategies for coping with big and small life events.  Know why it is better to demonstrate self control and restraint in emotional situations, staying calm and making good choices, even when others are not  Know strategies for resolving conflict with peers | Know how to identify our own triggers for uncomfortable emotions  Know that big events such as loss, separation, divorce and bereavement can affect our mental and emotional health.  Know how to express our sense of identity  Know that our brains can get poorly and can be treated (just like our  Know that mental wellbeing varies and is not constant bodies) |

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Health And Well-Being - Physical Health** | Know that water is healthy for our bodies.  Know how to name some healthy foods.  Know that we need to wash our hands before eating and after using the toilet.  Know that exercise is healthy for your body.  Know how to manage their own basic hygiene needs.  Know you need to brush your teeth twice a day. | Know that active lifestyles including regular exercise can keep our bodies more healthy  Know that a balanced diet is important for health and should feature lots of fresh fruit and vegetables.  Know that germs are spread by coughs, sneezes and physical contact with dirt and other people  Identify common dangers that they may encounter both at home and in the wider world:   * Chemicals and medicines * Roads and cars * Riding bicycles and scooters * Environmental * Railways * Water * Fires   Know what to do in an emergency situation   * Telling adults * Calling emergency services | Know that we can’t always have healthy bodies, because sometimes we get ill or injured  Appreciate that some people live with disabilities  Know that we can prevent the spread of germs by washing our hands with soap, especially when we go to the toilet, eat or are unwell  Know that we can prevent tooth decay by brushing our teeth regularly. | - Know the reasons why active lifestyles and healthy diets can have a positive effect on our lives  Know the importance of getting enough sleep (and what might stop them from getting the right amount?)  Know the importance of hygiene, especially hand washing  Know the dangers caused by the sun & how to stay safe from these | Know that they need to balance choices that are ‘good for them’ and choices that bring joy  Know how to make informed choices about the activities they do and the things they eat  Know how to keep our teeth healthy | Know what is understood by ‘representations of beauty in the media’  Know that the images we see in the media affect the way we see and judge ourselves and others  Know how regular exercise and a balanced diet can keep our body healthy and make us less likely to become ill.  Know why getting the right amount of sleep is important  Know strategies to help them to sleep better  Know the ways to avoid damage caused by the sun  Know the importance of dental hygiene  Know that some drugs help us and some do not  Know the risks of taking drugs, alcohol and tobacco  Know some common hazards.  Know basic first aid techniques and how to react in emergency situations  Know when and how to make an emergency 999 call | Know that many of the photos we see are the result of hours of hard work (exercise, dieting, make-up, clothing, hair dressing, photography, editing) and luck (genetics, wealth, fame)  Know that many people have illnesses or disabilities that are not because of anything they have done  Know some of the reasons why people take recreational and addictive drugs  Know some ways to identify inaccurate health information  Know that not all information is accurate, even if it appears to be  Know where to find accurate sources of health information |

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Health And Well-Being**  **Growing Up** | Know that everyone gets older and that people change as they get older.  Knows how to set a simple goal for themselves for the future. | Know & recognise the 5 key stages of human life [baby, child, teenager, adult, elderly]  Know how their bodies will change as they age | Know some ways in which their lives will change as they get older  Know that increasing independence presents new dangers, challenges, benefits and responsibilities |  | *(Summer 2 Girls Only)* Know the process of menstruation and how to manage it effectively | Know the physical changes that people go through during puberty, particularly ages 9 -11  Know the emotional and mental changes that people go through when they reach puberty  Know the importance of hygiene during puberty  Know the process of menstruation and how to manage it effectively  Know the mechanisms of plant and animal fertilisation ([as per science programme of study](https://docs.google.com/document/d/1Ub9EnTJp0W6MhqCGmqewofRmP1qg1B6e5srUdriqKA4/edit)) | *(Y6 Only Optional Unit)*  Know the internal sex organs in humans and how they are used to create a baby  Know the basic facts about what happens during sex  Know that the law states that people should not have sex until they are over 16 and consent is given by those involved |

Spiritual Moral Social Cultural Development in the Curriculum

|  |  |  |
| --- | --- | --- |
| **ENGLISH** contributes to children’s SMSC development through: | **GEOGRAPHY** contributes to children’s SMSC development through: | **SCIENCE** contributes to children’s SMSC development through: |
| * Developing confidence and expertise in language, which is an important aspect of individual and social identity; * Enabling pupils to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film & television; * Developing pupils’ awareness of moral and social issues in fiction, journalism, magazines, radio, television and film; * Helping pupils to understand how language changes over time, the influences on spoken, and written language and social attitudes to the use of language. * Provide children with opportunities to be Courageous and perform in a range of contexts * Ensuring that the texts children are exposed t0 represent a balance of gender & racial perspectives. | * Opportunities for reflection on the wonder of earth’s origins, its future and diversity, etc. * Reflection on the fair distribution of the earth’s resources and the moral and practical problems this presents. * Understand that geographical study is a major focus for the generation of data and understanding of issues surrounding climate change. * Studies of human and physical geography providing opportunity to reflect on the social and cultural characteristics of society. * Recognise Worksop’s development through cultural, scientific & technological advancement’s * Provide opportunities to bravely engage with fieldwork, experiencing and gaining data about the world they live in. | * Encouraging pupils to reflect on the wonder of the natural world; * Awareness of the ways that science and technology can affect society and the environment; * Consideration of the moral dilemmas that can result in scientific developments; * Showing respect for differing opinions topics such as creation, animal experimentation, etc. * Raising awareness that scientific developments are the product of many different cultures. * Recognise Worksop’s development through scientific and technological changes (Industrial & Agricultural, Transport-Canal) * Understand that Science is key to many of our world’s sustainability issues and scientists are doing crucial work to understand and tackle climate threats. |
| **MATHEMATICS** can provide a contribution to children’s SMSC by: | **HISTORY** contributes to children’s SMSC development through: | **ART** contributes to children’s SMSC development through: |
| * Enabling pupils to acknowledge the important contribution made by mathematics by non-western cultures. * Co-operation in practical activity and peer-support; * Encouraging pupils to find wonder in articulation of proof & logic in number and geometry. | * Looking at the evolution of Britain as a nation; * Enabling pupils to reflect on issues such as human rights & equalities; distribution of resources ,economics & trade; the Holocaust & war; * Showing an awareness of the moral implications of the actions of historical figures. * Recognise Worksop’s development through scientific and technological advancement’s (Industrial & Agricultural &Transport-Canal) * Understand the national and international significance of Cresswell Crags. | * Developing children’s aesthetic appreciation; * Evoking feelings of ‘awe’ and ‘wonder’; * Giving pupils the chance to reflect on nature, their environment and surroundings; * Studying artists with spiritual or religious themes & issues raised by artists which concern ethical issues, such as War paintings. * Allowing children means of expression within a state of ‘flow’ and courage to express themselves. * Give opportunities to reflect on personal identity through art |

|  |  |  |
| --- | --- | --- |
| **RELIGIOUS EDUCATION** contributes to children’s SMSC development through: | **DESIGN & TECHNOLOGY** contributes to children’s SMSC development via: | **PE** actively promotes Children’s SMSC development by: |
| * Developing their own informed values, religious and non-religious * Building skills of reflection, listening and communicating * Know how to respect themselves and be sensitive to the needs and experiences of others, including considering the effect our actions have upon others. * Grow pupils’ understanding of social issues like stewardship of the Earth’s resources, our citizenship within local, national and global communities and a genuine respect for persons and sensitivity to their values and beliefs. * Equip pupils to challenge inequalities and disadvantages associated with race, gender, class and ability. * Understand the Local Area and how religious beliefs have changed within it over time. | * Reflection on products & inventions, the diversity of materials & ways in which design can improve the quality of our lives; * Awareness of the moral dilemmas created by technological advances; * Discussing how different cultures have contributed to technology; * Providing opportunities to work as a team, recognising others’ strengths & sharing equipment. * Recognise Worksop’s development through scientific and technological advancement’s (Industrial & Agricultural &Transport-Canal) | * Activities involving co-operation, teamwork,   competition, rules, self-discipline and fair play;   * Exploring and learning to value the sports and traditions from a variety of cultures. * Individual activities that provide the opportunity for self-reflection, awareness & challenge. * Exploring and expressing self through creativity through producing dance and gymnastics routines * Encouraging good sporting behaviour that promotes trust & a sense of team * Abiding by the rules in all sporting situations, and accepting referee decisions * Promoting the attendance of extra curricular activities. * Using international examples of different athletes and their achievements. * Provide children with opportunities to be Courageous and compete in a range of contexts |
| **MUSIC** contributes to children’s SMSC development through: | **COMPUTING** contributes to children’s SMSC development through: | **SPANISH** contributes to children’s SMSC development by: |
| * Developing children’s aesthetic appreciation; * Evoking feelings of ‘awe’ and ‘by allowing music to ‘move’ them * Studying musicians and composers and appreciating the complex nature of the Western Tradition, especially in classical music, being male dominated. * Understand the distinctiveness of the Local tradition of Colliery and Brass Band * Provide children with opportunities to be Courageous and perform in a range of contexts | * Preparing the children for the challenges of living and learning in a technologically-enriched, increasingly inter-connected world; * Making clear the guidelines about the ethical use of the internet; * Acknowledging advances in technology and appreciation for human achievement. * Developing pupils’ awareness of moral and social issues proposed on the internet and understanding positions of bias, marketing and * Understanding of the cultural biases -especially racial and gender based- inherent within Web2.0 algorithms & tech. | * Providing insights into the way of life, cultural traditions, moral & social developments of other people; * Social Skills are developed through group activities and communication exercises; * Listening skills are improved through oral/aural work. |

**British Values**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| British Values  at  Sir Edmund Hillary Academy  A group of cartoon characters  Description automatically generated  The Academy Values of  A rope wrapped around a black background  Description automatically generated**Including & Inspiring Individuals**  and  **Building A Safe & Loving Community**  A map with a pin on it  Description automatically generatedare especially strong within this aspect of the Academy’s work and all five areas of British Values are supported by our approach to building the Academy Values in the children.  The Academy Value: - **Mindful & Reflective**  is also of great importance as we encourage the children to reflect back the issues upon themselves and take responsibility for choices they may make in regard to supporting British Values. | | | Tolerance | | | Responsibility & Liberty | | |
| * Links with other local schools and a greater network of LEAD School Councils * Sporting competitions * Global awareness whole school events on sustainability * Assemblies / PSHE lessons focussing on tolerance, respect, attitudes to others & celebrating similarities & differences * Opportunity for reflection on as part of Assemblies, VIPs, PSHCE, etc. * Stories from world faiths & cultures- ensuring a diversity across the curriculum, especially through the English Curriculum * Visits to a variety of places of worship * Equalities Policy & Accessibility Plan * SEND policy & support for pupils | | | * Ethos of equality & fairness for all pupils in school * Support for pupils to develop self knowledge, self esteem & self confidence. * Understanding responsibility in terms of behaviour & learning attitudes * Social responsibility taught through curriculum, assemblies, RE, VIPs, PSHE, * Model freedom of speech through pupil participation, whilst ensuring respect & promoting critical analysis of evidence * Safety & anti-bullying culture * Ecological awareness & responsibility taught through Global Week/ Sustainability as a theme within the curriculum * Community involvement & links * Local & National charity fundraising * Challenging of stereotypes * Take 5 Breathing Ambassadors run their own programme with supervision | | |
| Rule of Law | | | Mutual Respect | | | Democracy | | |
| * School Behaviour Policy enforced with consequences as well as rewards. * 3 Diamond Rules enforced with Red Cards / Green Cards * Class expectations made explicit at the beginning of each year & reinforced through Establishment Phase each term * Assemblies / lessons focussing on behaviour, rules, moral lessons as well as different rules for different contexts (civil, legal, religious, road safety, library, etc.) * Opportunity for reflection on moral questions as part of Assemblies, VIPS, PSHE, etc. * Pupil interviews & surveys on behaviour. * Parent questionnaire on behaviour * Police presence through PCSO’s when needs arise in community * Restorative justice practised to resolve conflicts * Prevent training for all staff | | | * Values based ethos * Ethos of equality, inclusion & fairness for all pupils in school * Mutual respect taught through curriculum, assemblies, RE, VIPs PSHE * Differences & similarities recognised & celebrated in faith, ethnicity, disability, gender, sexuality & family backgrounds & situations * Prejudices & discriminatory behaviour is challenged * Positive relationships modelled by all adults associated with the school to each other & to children * School Behaviour Policy underpinned by respect for others * Links with the community & faith communities * Links & partnerships with local schools. * Respect for public institutions & services promoted. * Visits (physical & virtual) to places of worship * Habits of Discussion | | | * Children involved in & influence the democratic process when standing for elections & voting for: Colour Team Captains, School Council, Play Leaders,. * Democratic process taught through curriculum, assemblies, & School Council * Pupil voice given high priority in school improvement. * Pupil & Parent questionnaires. * School Council suggestion box. * Argument / discussion texts as part of Literacy involving understanding different points of view & debate. * Injustice is challenged as part of Behaviour Policy & children encouraged to negotiate, empathise & reconcile issues. | | |
| Cycle A | | Autumn 1 | Autumn 2 | | Spring 1 | Spring 2 | | Summer 1 | Summer 2 | |
| Nur | | Seeing positive behaviour modelled. Expressing myself Learning about what makes me happy. Following class routines. Enjoying being with others | | | | | | | Sun Safety  Changes – getting ready for F1 | |
| Fnd 1 | | Learning about classroom expectations  People Special to me | People who help us  Taking turns | | My feelings  Other people’s feelings | Friendship, saying sorry  Road Safety with an adult. | | Caring for living things  Being independent | How exercise can help us  Looking after my body un the summer | |
| Fnd 2 | | Diamond Rules and expectations  Learning school routines | My Feelings and self-regulation  Controlling impulses | | Special People  Other people’s feelings | Good friends & solving problems together  Showing resilience and perseverance | | How we grow and change  Setting goals | Being Healthy  Change and what to expect (transition) | |
| KS1 | | Fr1) Who is my friend?  *AVs Courage & Learning & Achieving Revise Learning Pit 3/4B4Me* | P1) How do I help my body stay healthy?  *AVs Inspiring, Including -Show Good Manners & Respect at All Times & Building Care For Everyone & Everything Anti-bullying Week* | | M1) Where do feelings come from?  P2) Deciding what to eat?  *AVs Mindful & Reflective Follow Instructions With Thought & Care & Inspiring, Including revise Giving Fdback-Be Kind etc* | Who’s in my family?  Os1) Screen time [L1]  *Clever Never* | | Fr2) What makes a good friend?  Fr3) Should friends tell us what to do?  *AVs Mindful & Reflective Take 5 Breathing* | M3) What helps me to be happy?  *AV Courage -Transitions* | |
| Lwr KS2 | | Fr1) What makes a good friend?  Os1) Online strangers [P1]  Os2)Sharing Online [P2]  *AVs Courage & Learning & Achieving Revise Learning Pit3/4B4Me* | Fa1) Do Families always stay the same?  Fa2) Are all families like mine?  *AVs Inspiring, Including -Show Good Manners & Respect at All Times & Building Care For Everyone & Everything Anti-bullying Week* | | M1) How do I manage my feelings?  P1) keep my body healthy?  P2) get a healthy diet?  *AVs Mindful & Reflective Follow Instructions With Thought & Care & Inspiring, Including revise Giving Feedback-Be Kind etc* | Os3) Friendship Online [S1]  *Clever Never* | | Os4) Personal Info [C2]  P3) How do I stop getting ill?  *AVs Mindful & Reflective Take 5 Breathing* | Money Matters- see new Beano and TES  planning  G1) What is a period? (Year 4 girls only)  *AV Courage -Transitions* | |
| Uppr KS2 | | Fa1) Why do some people get married?  Fa2) Are families ever perfect?  Os1) Control and consent [S1] Os2) Protecting  our identity [P1]  *AVs Courage & Learning & Achieving Revise Learning Pit3/4B4Me* | Fr1) What makes a close friend?  M1) Does everybody have the same  feelings?  *AVs Inspiring, Including -Show Good Manners & Respect at All Times & Building Care For Everyone & Everything Anti-bullying Week* | | Fr2) Should I try and fit in with my  friends?  Fr3) Should friends tell us what to do?  P1) Is there such a thing as the perfect body?  *AVs Mindful & Reflective Follow Instructions With Thought & Care & Inspiring, Including revise Giving Feedback-Be Kind etc.* | Os3) Meeting strangers online [P4] *Clever Never*  Os4) Personal Information, terms and conditions [C2]  M2) Should we be happy all the time?  M3) Why do we argue? | | P2) How can I stay fit and healthy? P3) Can I avoid getting ill?  M4) Who am I?  Fa3) Is there such a thing as a normal family  *AVs Mindful & Reflective Take 5 Breathing* | Fr4) Why are some people unkind?  Os5) Analysing Digital Media [N1]  Sx2) (N.B. Not statutory Y6 only)Optional lesson on sexual reproduction  *AV Courage -Transitions* | |
| Cycle B | | Autumn 1 | Autumn 2 | | Spring 1 | Spring 2 | | Summer 1 | Summer 2 | |
| Fnd | | Seeing positive behaviour modelled. Expressing myself Learning about what makes me happy. Following class routines. Enjoying being with others | | | | | | | Sun Safety  Changes-getting F1ready | |
| Fnd 1 | | Learning about classroom expectations  People special to me | People who help us  Taking turns | | My feelings  Other people’s feelings | Friendship, saying sorry  Road Safety with an adult. | | Caring for living things  Being independent | How exercise can help us  Looking after my body un the summer | |
| Fnd 2 | | Diamond Rules and expectations  Learning school routines | My Feelings and self-regulation  Controlling impulses | | Special People  Other people’s feelings | Good friends & solving problems together  Showing resilience and perseverance | | How we grow and change  Setting goals | Being Healthy  Change and what to expect (transition) | |
| Ks1 | | C1) How do we make a happy school? C2)Who lives in my neighbourhood?  Os3)Online strangers [P1]  *AVs Courage & Learning & Achieving Revise Learning Pit3/4B4Me* | Fr4) How do we stop bullying?  Os2) Personal information [S1]  *AVs Inspiring, Including -Show Good Manners & Respect at All Times & Building Care For Everyone & Everything Anti-bullying Week* | | Fa2) Do Families always stay the same? Fa3) How should families treat each other? P3) How do we stop getting ill? Fa1)  *AVs Mindful & Reflective Follow Instructions With Thought & Care & Inspiring, Including revise Giving Fdback-Be Kind etc* | Fa4) When should I say no?  Fa5Who owns my body? I do!  G1) How bodies change as we get older (link with science | | Os4) Fake News [N1]  M2)Who am I?  P4) How can I  stay safe?  *AVs Mindful & Reflective Take 5 Breathing* | C3) What makes a boy or a girl?  Fa6) Are all families the same?  *AV Courage -Transitions* | |
| Lwr KS2 | | Fr2) Are all friends the same?  Fr3) Are friendships always fun?  M2) Are we happy all the time?  *AVs Courage & Learning & Achieving Revise Learning Pit3/4B4Me* | C1) Make the world fair?  C2) Where do you feel like you belong?  C3) How can we help the people around us?  *AVs Inspiring, Including -Show Good Manners & Respect at All Times & Building Care For Everyone & Everything Anti-bullying Week* | | Os5) Digital Media [N1]  Os6) Verifying content and echo chambers [N3]  *AVs Mindful & Reflective Follow Instructions With Thought & Care & Inspiring, Including revise Giving Feedback-Be Kind etc* | Fa3) How should we treat people who are different? | | P4) How do I save a life?  *AVs Mindful & Reflective Take 5 Breathing* | Money Matters- see new Beano and TES  planning  G1) What is a period? (Year 4 girls only)  *AV Courage -Transitions* | |
| Uppr KS2 | | Os6) Bias [N2]  Os7) Echo Chambers [N5]  Fr5) What are stereotypes?  Fr6) How do I accept my friends for who they are?  *AVs Courage & Learning & Achieving Revise Learning Pit3/4B4Me* | C1) What is prejudice?  C2) What is the history of  prejudice?  C3) What should I do if I encounter  prejudice?  *AVs Inspiring, Including -Show Good Manners & Respect & Building- Care For Everyone & Everything Anti-bullying Week* | | Os8) Does the internet make us happy? [L1]  C6) Who belongs in our country?  C7) What does it mean to be British?  *AVs Mindful & Reflective Follow Instructions With Thought & Care & Inspiring, Including revise Giving Feedback-Be Kind etc* | Sx1) How do plants and animals reproduce? (N.B.  Taught through science - does not include sexual intercourse)  C4) How can I be a great citizen?  C5 Why is money important? | | P4) Why do some people take drugs?  P5) Where should I get my health information?  P6) How do I save a life?  *AVs Mindful & Reflective Take 5 Breathing* | G1) How will my body change as I get older?  G2) How will my feelings change as I get older?  G3) How will I stay clean during puberty?  G4) What is Menstruation?  Sx2) (N.B. Not statutory Y6 only)Optional lesson on sexual reproduction  *AV Courage -Transitions* | |