

Curriculum Map – Personal Development

Equality Statement:

All Saints' CE Federation is an inclusive federation of schools that welcomes all people from all backgrounds.

We believe that different cultures, talents and life experiences bring richness and vibrancy to school life and helps create an environment that supports us all in learning from each other.

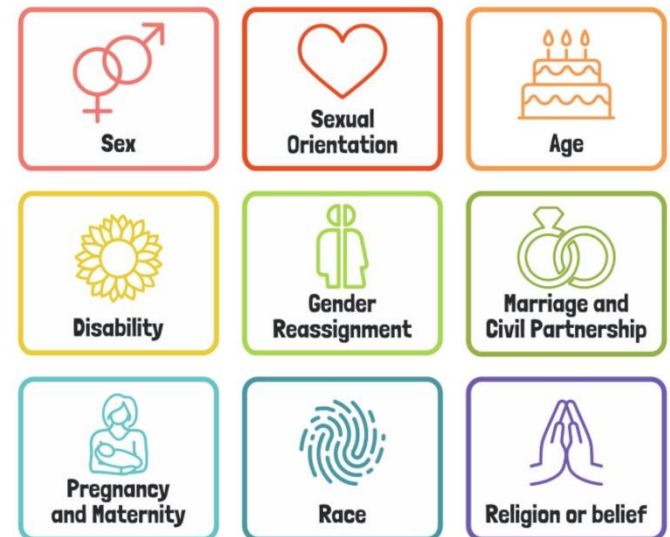
We aim to be a community where everyone is treated fairly and with tolerance and respect. We want everyone to flourish and reach their potential. We recognise that for some children extra support is needed to help them to achieve and be successful.

We take seriously our duties to eliminate discrimination, promote equality of opportunity and foster good relations between people of all backgrounds. This duty is set out in the Equality Act of 2010, which covers sex, race, disability, religion or belief, sexual orientation, gender reassignment and pregnancy or maternity.

Teaching of Protected Characteristics:

Under the Equality Act, we teach our children that they are protected from discrimination:

- ✓ In the workplace
- ✓ Using public services like healthcare (for example, visiting the doctor or local hospital) or education (for example, at school or college)
- ✓ In businesses and other organisations that provide services and goods (like shops, restaurants, and cinemas)
- ✓ When using transport
- ✓ When joining a club or association (for example, a local football team or dance group)
- ✓ When coming into contact with public bodies like your local council or government departments



Within school we plan for and provide opportunities to learn about the 9 Protected Characteristics through:

- ✓ Our PSHE Curriculum
- ✓ Weekly Picture News
- ✓ Our school behaviour policy
- ✓ Conscious role modelling by all adults in the school community
- ✓ Active engagement and communication with parents and carers
- ✓ Collective Worship, Character (Wednesday) and Celebration Assemblies
- ✓ British Values, SMSC and Equality and Diversity throughout our curriculum
- ✓ Discussion within curriculum subjects and constantly making links to PC throughout
- ✓ Promoting articulation by building appropriate language and a coherent vocabulary
- ✓ Sporting, Art and Cultural Events
- ✓ Pupil Voice and Staff Voice
- ✓ Educational visits
- ✓ Real-life learning outside the classroom
- ✓ Extra-curricular activities, after-school clubs, charity work and work within the local community
- ✓ Developing a love of reading through a range of authors and genres – promoting a diverse range of texts
- ✓ Sporting competitions – both within and outside of school, varied competitions are organised by our PE lead
- ✓ Art projects and visits
- ✓ Children as leaders (Ambassadors, Worship Leaders, Playground Leaders, Ivengers, Eco Team, Librarians)
- ✓ Educational experiences and visits – 11 Before 11
- ✓ Forest Schools
- ✓ Guest speakers
- ✓ Developing links with the local community
- ✓ Religious Education lessons and RSE lessons

How we teach Fundamental British Values:

Democracy:

We are learning to:	EYFS	YEAR 1	Year 2
Key Vocabulary	Fair, vote	Fair, vote	Election, voting, fair
understand and participate in democratic processes.	Voting for a class book each day.	Voting for a class book each day.	Voting for a class book each day. Voting for class ambassadors and school roles.
understand the strengths, advantages and disadvantages of democracy in contrast to other forms of government.	We all get the right to speak during circle times using a talking object but not all have this right in other countries.	We all get the right to speak during circle times using a talking object but not all have this right in other countries. Make direct comparisons to other countries not always having the right to speak and give their own opinions.	We all get the right to speak during circle times using a talking object but not all have this right in other countries. Make direct comparisons to other countries not always having the right to speak and give their own opinions. Make reference to Rosa Parks and Emily Davison and Emmeline Pankhurst during explicit History teaching.
develop an understanding of how individuals influence decision-making through democratic process.	We give individuals the chance to express and share their own views and preferences in circle times and during story times eg. what is your favourite book? We choose individuals who demonstrate good listening and who follow the school	We give individuals the chance to express and share their own views and preferences in circle times and during story times eg. what is your favourite book? We choose individuals who demonstrate good listening and who follow the school values and	We give individuals the chance to express and share their own views and preferences in circle times and during story times eg. what is your favourite book? We choose individuals who demonstrate good listening and who follow the school values and are good role models eg.

	values and are good role models eg. tidy champs.	are good role models eg. tidy champs. We pick children to be playground buddies based on their ability to influence others with their positive attitude to rules.	tidy champs. We pick children to be playground buddies based on their ability to influence others with their positive attitude to rules. We pick library monitors based on those that demonstrate responsibility and who are trustworthy.
voice their views and opinions, and value the views and opinions of others.		All Saints' School Ambassadors	All Saints' School Ambassadors
understand the importance of turn-taking, sharing and collaboration.	Continuous provision – learning to share and turn take in provision. Working together in provision.	Circle Time discussions Continuous provision – learning to share and turn take in provision. Working together in provision.	Circle Time discussions Continuous provision – learning to share and turn take in provision. Working together in provision.
develop inquiring minds in an environment where questions are valued.	Questions in the environment are updated regularly to help children think. Focus on questioning in all subjects.	Questions in the environment are updated regularly to help children think. Focus on questioning in all subjects.	Questions in the environment are updated regularly to help children think. Focus on questioning in all subjects.

We are learning to:	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Key Vocabulary. KS1: Fair, Vote, Election	Majority	Consensus	Democratic Election	Parliamentary Process Dictator Autocracy

<p>understand and participate in democratic processes.</p>	<p>Argument / Discussion Should Egyptian Treasures be taken to a Museum? Voting for school ambassadors and worship leaders.</p> <p>Class vote for the kindness award every 4 weeks.</p> <p>School ambassadors/ mid-day supervisors and teachers to allocate the kindness award on a cycle.</p>	<p>Argument / Discussion Kensuke's kingdom – debate</p> <p>Voting for school ambassadors and worship leaders.</p> <p>Discussion school rules on transition day together and signing to agree on these as a class.</p> <p>Class vote for the kindness award every 4 weeks.</p> <p>School ambassadors/ mid-day supervisors and teachers to allocate the kindness award on a cycle.</p>	<p>Debate process Debate animals in circus Ancient Greeks. History of Democracy.</p> <p>Voting for school ambassadors and worship leaders.</p> <p>Class vote for the kindness award every 4 weeks.</p> <p>School ambassadors/ mid-day supervisors and teachers to allocate the kindness award on a cycle.</p>	<p>Debate futility of war. Debate the causes of WW2.</p> <p>Voting for school ambassadors and worship leaders.</p> <p>Class vote for the kindness award every 4 weeks.</p> <p>School ambassadors/ mid-day supervisors and teachers to allocate the kindness award on a cycle.</p>
<p>understand the strengths, advantages and disadvantages of democracy in contrast to other forms of government.</p>		<p>History Anglo-Saxons. The power given to Kings – such as Alfred the Great. Is this fair?</p>	<p>Greek History. Athens and Spartan Governmental systems.</p>	<p>History WW2: Alternative forms of leadership and the impact on the community and the wider world.</p>

<p>develop an understanding of how individuals influence decision-making through democratic process.</p>	<p>School Ambassador's having to apply and pitch to the class why they would be a good candidate.</p> <p>Learning about Democracy in Picture news.</p>	<p>School Ambassador's having to apply and pitch to the class why they would be a good candidate.</p> <p>Computing: The influence of the Internet.</p> <p>Learning about Democracy in Picture news.</p>	<p>School Ambassador's having to apply and pitch to the class why they would be a good candidate.</p> <p>Learning about Democracy in Picture news.</p>	<p>Party leaders and prominent politicians.</p>
<p>voice their views and opinions, and value the views and opinions of others.</p>	<p>All Saints' School Ambassadors</p>	<p>All Saints' School Ambassadors</p>	<p>All Saints' School Ambassadors</p>	<p>Extremes of ideals. Communism and Nationalists. War poetry.</p> <p>All Saints' School Ambassadors</p>
<p>understand the importance of turn-taking, sharing and collaboration.</p>	<p>Circle Time discussions</p>	<p>Circle Time discussions</p> <p>Football rota Work in table groups in all lessons – learning to share equipment and collaborate.</p>	<p>Circle Time discussions</p>	<p>Circle Time discussions</p>

develop inquiring minds in an environment where questions are valued.	Picture news – discussion points and questions.	Picture news – discussion points and questions.	Picture news – discussion points and questions.	Picture news – discussion points and questions.

Mutual respect and tolerance of those with different faiths and beliefs:

We are learning to:	EYFS	YEAR 1	YEAR 2
Key Vocabulary		Religion, Islam	Diwali
grow up in an environment of inclusivity and tolerance where all views, faiths, cultures and races are valued.	Thinking about different religions/faiths such as 'Diwali' and 'Chinese New Year'. Inclusive and recognising all families and individuals are different (celebrating EYFS difference milestone).	Thinking about different religions/faiths such as 'Diwali' and 'Chinese New Year'.	Thinking about different religions/faiths such as 'Diwali' and 'Chinese New Year'.
explore other cultures and develop a broad understanding of Britain's multicultural makeup.	Looking at their home in Matlock and their immediate local environment. What is around us? What can we see? Do you think everywhere in the world is like this?		
learn about different faiths and belief systems.	Christianity (Christmas story)	Christianity (Christmas story) Islam	Christianity (Christmas story) Islam

respect other people of all faiths and beliefs.	Circle time rules, being kind to their friends, not laughing at others' views.		
acquire an appreciation and respect for their own and other cultures and develop harmonious relationships with others of different cultural backgrounds.	Year group buddy school e.g., Firs Inner City Derby – sending a video of our school.	Year group buddy school e.g. Firs Inner City Derby – skype calls.	Year group buddy school e.g. Firs Inner City Derby – writing letters.
understand that other people having different faiths or beliefs to them should not be the cause of prejudicial or discriminatory behaviour.	Circle time rules, being kind to their friends, not laughing at others' views.	PSHE – same and different. Celebrating what makes me me.	PSHE – same and different. Celebrating what makes me me.
develop an understanding of the importance of identifying and combatting discrimination.	Showing kindness to friends. Kind Hands and kind words.	Read Odd Dog Out	

We are learning to:	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Key Vocabulary: Where could we reference and introduce protected characteristics?	views, beliefs, faiths, multicultural, discrimination Equalities Protected characteristics	beliefs, faiths, multicultural, discrimination, culture Equalities Protected characteristics	faiths, multicultural, discrimination, culture, tolerance, inclusivity, prejudice Equalities	faiths, multicultural, discrimination, culture, tolerance, inclusivity, prejudicial behaviour, discriminatory behaviour Equalities

			Protected characteristics	Protected characteristics
grow up in an environment of inclusivity and tolerance where all views, faiths, cultures and races are valued.	<p>Weekly Picture News</p> <p>Explicit reference to protected characteristics so that children start to develop confidence with term and understanding of those who are protected.</p>	<p>Weekly Picture News</p> <p>Explicit reference to protected characteristics so that children start to develop confidence with term and understanding of those who are protected.</p>	<p>Weekly Picture News</p> <p>Explicit reference to protected characteristics so that children start to develop confidence with term and understanding of those who are protected.</p>	<p>Discussion about WW2 and Nazi ideologies which discriminated against different views, races etc – compare to how society and inclusivity has changed.</p> <p>Weekly Picture News</p> <p>Explicit reference to protected characteristics so that children start to develop confidence with term and understanding of those who are protected.</p>
explore other cultures and develop a broad understanding of Britain's multicultural makeup.	<p>Festivals – Diwali</p> <p>Learning about other religions through explicit teaching of RE – Hinduism, Islam and Christianity.</p>	<p>Festivals – Diwali and Holi</p> <p>Learning about other religions through explicit teaching of RE – Hinduism, Islam and Christianity.</p>	<p>Festivals – Diwali</p> <p>Learning about other religions through explicit teaching of RE – Hinduism, Islam and Christianity.</p>	<p>RE topic of Multi-Faith looking at Christianity/Hinduism/Islam.</p> <p>Festivals – Diwali</p> <p>Learning about other religions through explicit teaching of RE – Hinduism, Islam and Christianity.</p>
learn about different faiths and belief systems.	<p>RE - What do different people believe about God? Identify beliefs</p>	<p>RE topic of Multi-Faith looking at Christianity/Hinduism/Islam.</p>	<p><u>Specific units within RE Multi-Faith teaching:</u></p>	<p>RE topic of Multi-Faith looking at Christianity/Hinduism/Islam.</p>

	<p>about God that are held by Christians, Hindus and Muslims.</p>	<p><u>Specific units within RE Multi-Faith teaching:</u></p> <p>What can we learn from religions about what is right and wrong?</p> <p>What does it mean to be a Hindu in Britain today?</p> <p>Why are festivals important to religious communities?</p>	<p>What do religions say when life gets hard?</p>	<p><u>Specific units within RE Multi-Faith teaching:</u></p> <p>What does it mean to be a Muslim in Britain today?</p>
<p>respect other people of all faiths and beliefs.</p>	<p>Mindful that not all children in school have same faith and beliefs.</p> <p>Circle time discussion of protected characteristics and importance of respect and tolerance in our school community and the wider community.</p> <p>PSHE – Difference and diversity</p>	<p>Mindful that not all children in school have same faith and beliefs.</p> <p>Circle time discussion of protected characteristics and importance of respect and tolerance in our school community and the wider community.</p> <p>PSHE – Being Me</p>	<p>Mindful that not all children in school have same faith and beliefs.</p> <p>Circle time discussion of protected characteristics and importance of respect and tolerance in our school community and the wider community.</p> <p>PSHE – Difference and diversity</p>	<p>PSHE – Being me – respecting other people’s differences and beliefs.</p> <p>Mindful that not all children in school have same faith and beliefs.</p>
<p>acquire an appreciation and respect for their own and other cultures and</p>	<p>Learn key words of the home language of EAL children. Eg register</p>	<p>Learn key words of the home language of EAL children. Eg register</p>	<p>Learn key words of the home language of EAL children. Eg register</p>	<p>Learn key words of the home language of EAL children. Eg register</p>

<p>develop harmonious relationships with others of different cultural backgrounds.</p>	<p>School value explored in collective worship – respect, compassion</p> <p>Picture News</p> <p>Black History Month - October</p>	<p>School value explored in collective worship –respect, compassion</p> <p>Picture News</p> <p>Black History Month - October</p>	<p>School value explored in collective worship – respect, compassion</p> <p>Picture News</p> <p>Black History Month - October</p>	<p>School value explored in collective worship –respect, compassion</p> <p>Picture News</p> <p>Black History Month - October</p>
<p>understand that other people having different faiths or beliefs to them should not be the cause of prejudicial or discriminatory behaviour.</p>	<p>RE - What do different people believe about God? Identify beliefs about God that are held by Christians, Hindus and Muslims.</p> <p>Explicit teaching of Protected Characteristics</p>	<p>Explicit teaching of Protected Characteristics</p>	<p>Explicit teaching of Protected Characteristics</p>	<p>Explicit teaching of Protected Characteristics</p>
<p>develop an understanding of the importance of identifying and combatting discrimination.</p>	<p>FAMILY DINING</p> <p>Introduce protected characteristics: age. disability. gender reassignment. marriage and civil partnership. pregnancy and maternity.</p>	<p>FAMILY DINING</p> <p>Introduce protected characteristics: age. disability. gender reassignment.</p>	<p>FAMILY DINING</p> <p>Introduce protected characteristics: age. disability. gender reassignment.</p>	<p>FAMILY DINING</p> <p>Introduce protected characteristics: age. disability. gender reassignment.</p>

	<p>race. religion or belief. sex.</p> <p>PSHE – Difference and Diversity - understand the meaning and impact of discrimination.</p>	<p>marriage and civil partnership. pregnancy and maternity. race. religion or belief. sex.</p>	<p>marriage and civil partnership. pregnancy and maternity. race. religion or belief. sex.</p>	<p>marriage and civil partnership. pregnancy and maternity. race. religion or belief. sex.</p>
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Individual Liberty:

We are learning to:	EYFS	YEAR 1	YEAR 2
Key Vocabulary	Personal choice	Respect, Personal choice	Opinion, Respect, Personal choice
develop their knowledge, self-esteem and confidence.	<p>During circle times, each child is given the opportunity to share their ideas in front of their peers.</p> <p>Children are given responsibilities and roles in the classroom e.g. Ambassador, tidy champs.</p> <p>Reflection Trees and Kindness award.</p>	<p>During circle times, each child is given the opportunity to share their ideas in front of their peers.</p> <p>Children are given responsibilities and roles in the classroom e.g. Ambassador, tidy monitors.</p>	<p>Children are encouraged to share their work in class. Children are encouraged to show and tell exciting things from home.</p> <p>Children are given responsibilities and roles in the classroom e.g. Ambassador, library monitors, jumper monitors.</p>

<p>develop a positive sense of themselves and their personalities.</p>	<p>Teach EYFS 'being me' PSHE unit.</p> <p>Draw and paint a self-portrait and look closely at our features and acknowledge and celebrate differences.</p> <p>We celebrate Friendship Day and wear odd socks and read: Odd dog out and Simon Sock. This allows us to celebrate and identify our differences and celebrate uniqueness.</p> <p>Staff follow children's interests/individual ideas by in the moment planning.</p>	<p>Teach Year 1 'being me' PSHE unit.</p> <p>During transition into Year 1 to share with their new teacher children draw and paint a self-portrait and look closely at their features and acknowledge and celebrate differences.</p> <p>We celebrate Friendship Day and wear odd socks and read: Odd dog out and Simon Sock. This allows us to celebrate and identify our differences and celebrate uniqueness.</p>	<p>Children bring in achievements from out of school to share with peers eg. Gymnastics or swimming certificates.</p> <p>Teach Year 2 'being me' PSHE unit.</p> <p>During transition into Year 2 to share with their new teacher children draw and paint a self-portrait and look closely at their features and acknowledge and celebrate differences.</p> <p>We celebrate Friendship day and wear odd socks and read: Odd dog out and Simon Sock. This allows us to celebrate and identify our differences and celebrate uniqueness.</p>
<p>understand how living under the rule of law protects the individual's wellbeing and safety.</p>	<p>Teach school rules and children know these are to keep us safe. Children move themselves up and down on the behaviour chart.</p> <p>Children are introduced to the idea of consequences to their behaviour eg. Losing choosing time if they make a wrong choice.</p>	<p>Teach school rules and children know these are to keep us safe. Children move themselves up and down on the behaviour chart.</p> <p>Children are introduced to the idea of consequences to their behaviour eg. Losing choosing time if they make a wrong choice.</p>	<p>Teach school rules and children know these are to keep us safe.</p> <p>Children move themselves up and down on the behaviour chart.</p>

			Children are introduced to the idea of consequences to breaking a school rule.
understand how they can contribute to the lives of others and to society.	Harvest – children bring in food for charity.	Harvest – children bring in food for charity. Donate toys to charity.	Harvest – children bring in food for charity. Sponsored football tournament.
partake in a range of experiences that allow them to explore and reflect upon their own feelings.	Circle Time and Picture News includes times for partner talk and reflection on current affairs.	Circle Time and Picture News includes times for partner talk and reflection on current affairs.	Circle Time and Picture News includes times for partner talk and reflection on current affairs.
understand that their freedom to choose and hold other faiths and beliefs is protected in law.	RE lessons reflect a range of many faiths and none.	RE lessons reflect a range of many faiths and none.	RE lessons reflect a range of many faiths and none. Trip to Open Centre

We are learning to:	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Key Vocabulary	Respect Opinion Freedom of speech Personal choice	Respect Opinion Personal Choice Freedom of Speech	Respect Opinion Personal Choice Oppression Freedom of Speech	Respect Opinion Personal Choice Oppression Emancipation Freedom of Speech
develop their knowledge, self-esteem and confidence.	Children are given roles and responsibilities within the school –	Children are given roles and responsibilities within the school – School	Children are given roles and responsibilities within the school – School	Residential trip to Whitehall

	<p>School Ambassadors, Librarians, Book monitors, Worship Leaders</p> <p>ELSA programme for individuals to boost self-esteem and self-confidence.</p> <p>Nurture Programme – for individuals to boost self-esteem and self-confidence.</p>	<p>Ambassadors, Librarians, Book monitors, Worship Leaders</p> <p>ELSA programme for individuals to boost self-esteem and self-confidence.</p> <p>Overnight Stay at school</p> <p>Nurture Programme – for individuals to boost self-esteem and self-confidence.</p>	<p>Ambassadors, Librarians, Book monitors, Worship Leaders</p> <p>ELSA programme for individuals to boost self-esteem and self-confidence.</p> <p>Nurture Programme – for individuals to boost self-esteem and self-confidence.</p>	<p>Children are given roles and responsibilities within the school – School Ambassadors, Librarians, Book monitors, Worship Leaders</p> <p>ELSA programme for individuals to boost self-esteem and self-confidence.</p> <p>Nurture Programme – for individuals to boost self-esteem and self-confidence.</p>
<p>develop a positive sense of themselves and their personalities.</p>	<p>Every child to have a Star of the Week Award over the course of the year.</p> <p>Reflection Trees and Kindness award.</p>	<p>Every child to have a Star of the Week Award over the course of the year.</p> <p>Reflection Trees and Kindness award.</p> <p>Children have a choice of sharing a “show and tell” with the class that expresses their own personality.</p>	<p>Every child to have a Star of the Week Award over the course of the year.</p> <p>Reflection Trees and Kindness award.</p> <p>Children have a choice of sharing a “show and tell” with the class that expresses their own personality.</p>	<p>Every child to have a Star of the Week Award over the course of the year.</p> <p>Reflection Trees and Kindness award.</p> <p>Children have a choice of sharing a “show and tell” with the class that expresses their own personality.</p>

		Children experience a 'school sleepover' with a day full of activities provided from 'Acclimatize'	PSHE – difference and diversity, identifying stereotyping problems.	
understand how living under the rule of law protects the individual's wellbeing and safety.	<p>Teaching class rules and how these impact on the well-being and safety of everyone in class.</p> <p>PCSO visit for children to discuss road safety.</p>	<p>Teaching class rules and how these impact on the well-being and safety of everyone in class.</p> <p>Road safety activities.</p> <p>PSHE: Being Safe</p> <p>Strange Danger: PCSO visit for children to discuss road safety.</p>	<p>Teaching class rules and how these impact on the well-being and safety of everyone in class.</p> <p>Road safety activities. Bikeability.</p> <p>Literacy: Explore the right to claim asylum (no ballet shoes in Syria) History: Discuss the court system versus jurors in Ancient Greeks who decide consequences of breaking rules. PSHE: changes in laws for same sex marriage.</p> <p>PSHE: Being Responsible module</p>	<p>Teaching class rules and how these impact on the well-being and safety of everyone in class.</p> <p>Road safety activities. Bikeability.</p> <p>Evacuee scheme to keep children safe through the war.</p> <p>PSHE: taxes and Drugs education Being Safe</p> <p>RE- Ten commandments compared to modern society and laws.</p>

<p>understand how they can contribute to the lives of others and to society.</p>	<p>Harvest Foodbank collection and discussion of the impact of Food banks. Children in Need and Comic / Sport Relief days, activities and videos showing the impact.</p> <p>Singing to the Nursing homes/ hospital</p> <p>Litter picking at breaktimes.</p> <p>Plant watering monitors within the school.</p>	<p>Harvest Foodbank collection and discussion of the impact of Food banks. Children in Need and Comic / Sport Relief days, activities and videos showing the impact.</p> <p>Community Litter Pick</p> <p>Litter picking at breaktimes.</p> <p>Plant watering monitors within the school.</p>	<p>Harvest Foodbank collection and discussion of the impact of Food banks. Children in Need and Comic / Sport Relief days, activities and videos showing the impact.</p> <p>Food bank drop</p> <p>Litter picking at breaktimes.</p> <p>Plant watering monitors within the school.</p>	<p>Harvest Foodbank collection and discussion of the impact of Food banks. Children in Need and Comic / Sport Relief days, activities and videos showing the impact.</p> <p>Sponsored walk</p> <p>PSHE: Community projects/ taxes and how they are spent.</p> <p>Litter picking at breaktimes.</p> <p>Plant watering monitors within the school.</p>
<p>partake in a range of experiences that allow them to explore and reflect upon their own feelings.</p>	<p>Circle Time and Picture News includes times for partner talk and reflection on current affairs.</p>	<p>Circle Time and Picture News includes times for partner talk and reflection on current affairs.</p>	<p>Circle Time and Picture News includes times for partner talk and reflection on current affairs.</p>	<p>Circle Time and Picture News includes times for partner talk and reflection on current affairs.</p> <p>Performance to others (End of Year/church services) and with others (Young Voices)</p>

understand that their freedom to choose and hold other faiths and beliefs is protected in law.	RE lessons reflect a range of many faiths and none. Explicit teaching of protected characteristics.	RE lessons reflect a range of many faiths and none. Trip to Open Centre Explicit teaching of protected characteristics.	RE lessons reflect a range of many faiths and none. Explicit teaching of protected characteristics.	RE lessons reflect a range of many faiths and none. Explicit teaching of protected characteristics.
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The Rule of Law:

We are learning to:	EYFS	YEAR 1	YEAR 2
Key Vocabulary	help, safe, good/bad choices	Help, safe, good/bad choices People who help, right/wrong	Help, trust, law, rule, right/wrong, Parliament
understand the value of civil and criminal law.	Visit from PCSO – introduction – people who can help you and keep you safe.	Visit from PCSO – people who can help- you and you can trust. What is the role of a PCSO?	Visit from PCSO – people who can help- you and you can trust. What is the role of a PCSO? What are laws? What is the difference between a law and a rule?
evaluate situations and distinguish right from wrong.	Discussions around making ‘good choices’ and what constitutes as a good choice (PSHE lesson and whilst they access continuous provision). Kind hands Pants are private	Discussions around making ‘good choices’ and what constitutes as a good choice. The difference between right/wrong, kind/unkind, true/false, good touch/bad touch, private places.	Discussions around making ‘good choices’ and what constitutes as a good choice. The difference between right/wrong, kind/unkind, true/false, good touch/bad touch, private places.

acquire a broad general knowledge of, and respect for, public institutions and services in England.	Visit from Fire service/public services. What do they do? How can they help?	Visit from Fire Service and Nurse – changes through history.	Visit from Fire Service for fire safety.
understand why, and how, they must accept responsibility for their behaviour, and that there are consequences for every action.	Beginning of the year set expectations and refer to it throughout the year using behaviour policy and reflection logs.	Beginning of the year set expectations and refer to it throughout the year using behaviour policy and reflection logs.	Beginning of the year set expectations and refer to it throughout the year using behaviour policy and reflection logs.
acquire an understanding of how the rule of law works in England, e.g. the separation of power between the executive and the judiciary.	What are the rules in our classroom? How are they similar to the rules in our country? Who can help us to keep to those rules and keep us safe?	What are the rules in our classroom? How are they similar to the rules in our country? Who can help us to keep to those rules and keep us safe? London – Buckingham Palace – who lives there and what is their role? - The Houses of Parliament – who works there and what is their role?	What are the rules in our classroom? How are they similar to the rules in our country? Who can help us to keep to those rules and keep us safe? The Gunpowder Plot – what is the Houses of Parliament? Who works there? Why the Gunpowder Plot was treason?

We are learning to:	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Key Vocabulary	Law public service responsibility consequence	public service civil law criminal law	Civil law Criminal law Public institution	Civil law Criminal law Public service Respect and Value Accepting responsibility

				Executive and Judiciary Consequences
understand the value of civil and criminal law.	<p>PSHE: Being Responsible</p> <p>Identify why rules are needed in different situations.</p> <p>Understanding that there are human rights to protect everyone</p>	<p>PSHE: Being Safe</p> <p>Circle Time: Why do we need rules? What rules do we have in our class?</p> <p>Agreeing school rules together on a class charter and all signing to agree.</p>	<p>PSHE - Being responsible (term 6): identify why rules are needed in different situations.</p>	<p>Taught through Holes and Wolf Wilder -</p> <p>Children get opportunities to discuss different types of laws and why laws are valued when they're broken.</p> <p>Identify why rules are needed in different situations to keep everyone safe.</p>
evaluate situations and distinguish right from wrong.	<p>PSHE: Bullying Matters:</p> <p>Understanding that their actions affect themselves and others.</p> <p>Understanding the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice-based language, 'trolling').</p>	<p>Children will create class rules and understand consequences at the start of the year and at regular intervals.</p> <p>Circle times to continue to remind children on school rules and why we have them.</p>	<p>Children will create class rules and understand consequences at the start of the year and at regular intervals.</p> <p>Children will have the opportunity to evaluate 'situations' that have occurred at break or in lesson time and require discussion in a circle time setting</p>	<p>Taught in PSHE –</p> <p>Children given chance to evaluate different situations and discuss the best, informed choices.</p> <p>Revisit class rules throughout the year and reinforce expectations regularly inside and outside the classroom so they can distinguish between right from wrong.</p>

acquire a broad general knowledge of, and respect for, public institutions and services in England.	<p>PSHE: Being Responsible: Explore rights and responsibilities, rights and duties at home, school, community and the environment.</p>	<p>PSHE: Money Matters - Discussing different jobs and different pay for these jobs.</p> <p>Regular visits to church as we respect this is a Christian service in our community.</p>	Regular visits to church as we respect this is a Christian service in our community.	Year 6 Fire Service Visit – Children acquire a general knowledge of public services in England.
understand why, and how, they must accept responsibility for their behaviour, and that there are consequences for every action.	<p>PSHE: Bullying Matters: Understanding that their actions affect themselves and others.</p> <p>Discussion of behaviour policy/expectations - revisited regularly over the year.</p> <p>Behaviour reflection sheets.</p> <p>Discussion of Worship Values.</p>	<p>Behaviour reflection sheets after every wrong choice.</p> <p>Collective Worship: exploring the theme respect through key texts.</p>	PSHE – Bullying matters (term 2): R7 - Understanding that their actions affect themselves and others.	<p>Discussion regarding behaviour expectations at the start of the year – praise and consequences.</p> <p>Reflection sheets help children to accept responsibility for their actions.</p>

acquire an understanding of how the rule of law works in England, e.g. the separation of power between the executive and the judiciary.		Circle Time to discuss rules in our school and laws in the country.		Taught in History – Looking at laws in the Victorian times and the influence and power of Queen Victoria.
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Enrichment Opportunities at All Saints' CE Federation (disadvantaged children prioritised)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> ✓ Election of School Ambassadors ✓ Worship Team ✓ Selection of football team ✓ Harvest Festival ✓ Coding Club ✓ Swimming starts ✓ PCSO Visits ✓ Lunchtime Sports ✓ After School – Netball ✓ After School Trampoline Club ✓ Church visit- Worship Team Readers ✓ Bikeability ✓ Craft Club ✓ Coding Club ✓ Choir ✓ Film Club ✓ Music events for parents 	<ul style="list-style-type: none"> ✓ Nativity ✓ Church Service ✓ Visit Old People's Home ✓ Mystery Readers ✓ PCSO Visits ✓ After School – Netball ✓ After School Multi-sports ✓ Church visit- Worship Team Readers ✓ Pantomime ✓ Sewing Club ✓ Handbells ✓ Sponsored Walk – Children in Need ✓ Christmas event – charity chosen by the church ✓ Discos 	<ul style="list-style-type: none"> ✓ Election of School Council ✓ Worship Team ✓ Selection of football team ✓ Eco Council ✓ PCSO Visits ✓ Forest School ✓ After School – Gymnastics ✓ After School Archery ✓ Easter Service ✓ Church visit- Worship Team Readers ✓ Sewing Club ✓ Ambassadors lead on Red Nose Day fund raising ✓ Music events for parents 	<ul style="list-style-type: none"> ✓ PCSO Visits ✓ Forest School ✓ Church visit- Worship Team Readers ✓ Young Voices ✓ Sewing Club ✓ Film Club 	<ul style="list-style-type: none"> ✓ Eco Council ✓ PCSO Visits ✓ Forest School ✓ Church visit- Worship Team Readers ✓ Art Visit ✓ Sewing Club ✓ Cake Sale – Fundraising ✓ Discos ✓ Well-Dressing ✓ Music events for parents 	<ul style="list-style-type: none"> ✓ Representation at local Sporting events (cricket, Bunting Cub, South Darley Sports, Swimming Gala) ✓ Year 6 Performance ✓ Church visit- Worship Team Readers ✓ Residential ✓ Sewing Club ✓ PCSO Visits ✓ Summer Fayre – Year 6 involved ✓ Sports leaders awards



11 Things Before 11

We know from research the importance of cultural and arts opportunities to support the wider learning of our children. Some of our young people have very little cultural and social input from elsewhere and therefore may miss opportunities that others are able to access and make decisions that are less informed than they could be.

Exposure not only to culture but also to situations in which they might not have previous experiences is of paramount importance to our young people's ongoing successes and improved life chances.

Watch a theatre production

Spend a night away from home and make your own bed

Visit a gallery or museum

Build a den

Go on a trip and send a postcard

Have a chance to shine and represent the school

Nurture it and watch it grow

Light a fire without matches

Walk up a hill and down a dale

Hold a fundraising event for the local community

Watch an event in a stadium

