

Topics covered in lessons and assembly programme in 3 year rolling curriculum 2022 – 2025

	KS3	KS4
Types of Abuse – Including rights of the child.	<p>PHSE Changing and Growing We might disagree with someone and still be friends. Ways to manage friendship disagreements restoratively. Friends do not always know what is best for each other. Ways friendships might change over time. Sometimes friendships may end, through choice or circumstances. Strategies for managing feelings about friendships as they change and develop. Demonstrate how we might end a friendship positively. Reliable and appropriate sources of support for ourselves and our friends. Strategies to help manage negative opinions/ comments.</p>	<p>Self-Awareness What it means to be kind and unkind. Ways of telling a trusted adult if someone is being unkind to us. What is meant by teasing, hurtful and bullying behaviour? How we do not need to put up with someone being unkind, hurtful, abusive to, or bullying, us. What is meant by peer pressure and peer influence? Ways in which pressure might be put on us by other people, including online. Ways we might challenge peer pressure. Different types of bullying (including online) and what the impact of bullying might be. Strategies to help us if we are being bullied, including online.</p>
	<p>Assemblies; Anti-Bullying Week. Empower children to counter the harm and hurt that bullying causes. Being aware how unkind words and actions can make others feel.</p>	
Mental Health and Well-being	<p>PHSE Self-Awareness How what others say and think about us can positively and negatively affect the way we feel about ourselves. Things that make us special and unique as learners. What we like and dislike doing as learners. Our own learning targets or goals.</p> <p>Self-care, Support and Safety The difference between feeling well and feeling unwell; how to let someone know that we are feeling unwell. How we can tell if we are unwell. How germs can be spread to others. Whom to tell if we feel unwell. Useful phrases or vocabulary to use in order to let someone know that we feel unwell. Why it is a good idea to ask for help quickly if we feel unwell. Things we can do to take care of our physical wellbeing and our mental wellbeing.</p>	<p>PHSE Healthy Lifestyles What is meant by body image? Influences on young people to look a particular way, and the impact of these on emotional wellbeing. What is meant by self-esteem? Risks associated with cosmetic/ aesthetic procedures (e.g., piercings, tattoos, tanning). Why advertisers might use manipulated images and how recognising this might influence our responses.</p> <p>Managing Feelings How we can help others who may be feeling unhappy. Whom to ask or tell if we are feeling unhappy and/or need help. Responses to feeling unhappy that might be unhelpful and why they are unhelpful. How when we feel strong emotions, we might feel like doing something we wouldn't usually do; how this could affect ourselves or other people. How to manage strong emotions by using simple strategies to help ourselves and others. Range of feelings, where we might feel them in</p>

	<p>Healthy Lifestyles How to take care of dental health. What a healthy lifestyle means, including the importance of healthy eating, sleep, personal hygiene, dental health, physical exercise and emotional wellbeing. How we may feel if we don't get enough sleep, and strategies for maintaining good sleep patterns. Strategies for maintaining a healthy lifestyle, including balancing time spent on work, leisure, physical activity, online activities and sleep. What might affect choices we make about our health, e.g. healthy eating (advertising), physical activity (playing on the computer, restrictions due to health conditions) sleep (worries, stress, social media). Strategies for managing pressures and influences on healthy lifestyle choices.</p> <p>Physical Education Curriculum Rebound, Fundamental skills, gymnastics, netball, invasion games, athletics.</p> <p>Workshops Sessions with Primary Care Learning Disability Liaison Nurse</p> <p>Professional Services in school Paediatrician Speech and Language Therapist Sensory Occupational Therapist Educational Psychologist</p>	<p>our body, and how they might make us behave. Things we can do to help and support others when they are experiencing strong emotions. Signs that we or someone we know might need help to cope with strong emotions and whom to speak to. Reliable and trustworthy sources of support for a range of relevant issues, including online (e.g. Childline, Thinkuknow.co.uk).</p> <p>Self-care, Support and Safety (Examples of 'taking a chance'. Meaning of the term 'gambling' and Places and ways this might take place. What it means to 'win' or 'lose' in relation to gambling. Reasons why people might choose to gamble. Risks associated with chance-based transactions (including in-game purchases) and gambling, including online. Influences or pressures on people to gamble (e.g. advertising, friends). Where and from whom to get help with gambling if we are worried about ourselves or others. Strategies game apps or advertising might use to encourage online gambling and chance-based purchases (e.g. loot boxes). Strategies for managing influences related to gambling.</p> <p>Physical Education Curriculum Multi-skills, rebound, gymnastics, netball, badminton balloon, tennis, striking and fielding, athletics.</p> <p>Workshops Sessions with Primary Care Learning Disability Liaison Nurse</p> <p>Professional Services in school Paediatrician Speech and Language Therapist Sensory Occupational Therapist Educational Psychologist</p>
	<p>Assemblies;</p> <ul style="list-style-type: none"> • Making resolutions; personal, class, department, school. A time to reflect and explore feelings. 	

	<ul style="list-style-type: none"> • Mindfulness Yoga. Identify feelings and learn to regulate. • National Heart Month, how can we keep our hearts healthy? What could happen if our hearts aren't looked after? • Sun Awareness Week, take care of ourselves, keeping safe, our physical health • National Vegetarian Week, Have some understanding about the vegetarian diet and its benefits. • Make Music Day, things we are good at, skills for learning, playing and working together. How is it celebrated round the world? • Wimbledon Fortnight. What are your favourite sports? Knowing how to look after your body, including resting. Why is exercise good for you? • World Well-being week. How can you boost your physical, mental or emotional well-being? How can we look out for the well-being of our loved ones and others in the community? 	
Online Safety	<p>PHSE The World I Live In Not everything we see online is 'real' or 'true'. Steps to take to check if something we see online is trustworthy. The techniques that advertisers might use to get our attention or persuade us to believe something is true, and what their motives might be. Information from our internet use is gathered, stored and used by external organisations. Organisations/ websites that can help us or other people with concerns about something seen or experienced online. The influence that fake news can have on people's opinions, attitudes to others and understanding of the world. How we can respond, including getting help, if we see or are sent upsetting or inappropriate online content. Rules for keeping safe when using different social media platforms. Sources of advice and support, and ways to report online concerns. How to make safe, reliable choices from search results. How some behaviours on social media might damage friendships and relationships. Steps we can take to take care of our own and other people's safety and wellbeing when using social media. Data about us can be collected online, and used, for example, to determine what information and advertising we are shown. Ways in which we can recognise when we are being manipulated by online content or contact, and ways to</p>	<p>PHSE Self-care, Support and Safety What is meant by private and what is meant by public. Things that should be kept private, and some things that are okay to share with our special people, friends, or with everyone. No one has the right to make us share a photo of ourselves, or give information about ourselves or others, online. Why being asked to share a photo of ourselves might not be a safe thing to do. Why it is important to talk with a trusted adult before deciding whether to share a photo or personal information. Aspects of our lives that we may wish to keep private, even if others choose to share these things about themselves. What is appropriate and inappropriate to share online. How to manage requests to share a photo, or information about ourselves or others online, including how to report. Specific ways of keeping ourselves safe online (e.g., secure passwords, never giving out personal details or passwords, not lending our mobile phone, covering our computer's camera when not in use). Sharing and/or viewing sexual images of anyone under 18 (including those created by anyone under 18) is against the law. What could happen next (e.g., police involvement, parent/carer involvement, prosecution) and the impact on self and others. There are online 'scams'; What some of these ways of deceiving people might be (e.g., phishing, fake email addresses). How to ask for help and whom to go to if we have seen something upsetting or done something online that we are now worried about or regret.</p>

	<p>respond. Help-seeking strategies to support online safety (e.g. knowing how to block people on social media, using the CEOP report button).</p> <p>Computing Finding information and E-safety- think before you click Experience using a variety of tools to explore information related to dinosaurs. Have opportunities to gather a range of information, including pictures, sounds, symbols and text. Ask permission before using the internet. Create basic rules for using the internet safely. With support, conduct research based on topic. Identify what personal information is- sort statements into public or private. Asking permission before using computers. Choosing age-appropriate websites/games- why they may not be age appropriate</p>	<p>Computing Safety Identify public or private information and why we need to keep personal information private. Consent- asking to use/do things. Choose age-appropriate websites and games- PEGI ratings. Using search engines safely. Real and fake news</p> <p>Research using the internet and present information Use search engines to search for key words on a topic. Ask permission before using the internet. Use the internet safely and know who to report concerns to.</p>
<p>CSE/Risk of Exploitation</p>	<p>Assemblies; Safer internet day. Raising awareness at home, school and within the community. Knowing how to stay safe online. Who can help me? How can we join together to make a better internet for everyone?</p> <p>PHSE Behaviours that might be risky. Situations and behaviours in and out of school, including online, which may not be safe or may entail risk. Trusted adults who can help us in risky situations and strategies we can use to help ourselves. Ways of reducing risk and keeping safe in the street, on roads, during travel, in the park, on our own.</p>	<p>PHSE How to recognise the difference between friendship groups and gangs; Risks of becoming part of a gang. Strategies that can be used if someone is using pressure to persuade us to do something, including online. Responsibilities of bystanders to report bullying and hurtful behaviour. Trusted adults/ services that can help us if we or someone we know has been the target of unkind, hurtful, abusive or bullying behaviour, including online. How we can sometimes put ourselves under pressure to do what others are doing, or what we think others want us to do. Ways of safely responding if we experience or witness unacceptable behaviours. Reasons why we might put ourselves under pressure, and how others may apply pressure or encourage us to join a group or a gang; exit strategies and how to access appropriate support.</p>

<p>Domestic Abuse (Healthy Relationships)</p>	<p>PHSE Changing and Growing What having or being a friend means. Different kinds of friendship and ways in which friendship is important. Occasions when we might need the support of friends. How we can show support to our friends. How we can let friends know that we need their help and support. Occasions when our friends might need our support. Sources of support for ourselves and our friends. Key features of positive friendships/ relationships, and how they can make us feel. When we might feel angry or sad because of someone's behaviour towards us. Our expectations of friendships/ relationships. How we expect people to behave towards us in friendships and relationships. Differences between positive/healthy and negative/unhealthy relationships.</p> <p>Managing Feelings What it means to like someone. Difference between 'liking' someone and 'fancying' someone. How part of growing up might be to experience strong feelings about people we like or fancy. People can 'like' or 'fancy' someone of the same or different gender, race, ability or religion.</p>	<p>PHSE Managing Feelings Things that others may say or do that could affect how we feel about ourselves. Difference between helpful/kind and unhelpful/unkind comments. Strategies to help manage our feelings about unhelpful/unkind comments. Polite and assertive ways of challenging unkind comments directed at us or others</p> <p>Changing and Growing Different types of intimate relationships including same-sex relationships. What strong emotions (including sexual attraction) might make people feel. What intimacy means. Readiness (emotional, physical and social) for a relationship that may include sex. Expectations we may have of being in a romantic/intimate/physical relationship, which may include sex. Ways to manage others' expectations in relationships and our right not to be pressurised to do anything we do not want to do. Consent must be sought and freely given before any sexual activity and how to tell if someone is giving or not giving their consent. How saying 'yes' under pressure is not consent, and is not the same as freely given, enthusiastic consent. Ways to indicate to others that we are happy/willing or not happy/unwilling to do something (giving and not giving permission/ consent). Similarities and differences between friendships and romantic/ intimate relationships. Whom we can talk to about relationships.</p>
	<p>Assemblies;</p> <ul style="list-style-type: none"> Welcome back to school, expressing feelings appropriately eg nervous, excited. New friends, new classes, new staff, new department. 	
<p>Female Genital Mutilation</p>	<p>PHSE Changing and Growing Why puberty happens. Specific physical and emotional changes that happen during puberty, including menstruation, wet dreams, skin and voice changes, body hair, mood swings. Aspects of personal hygiene that we can take responsibility</p>	<p>PHSE Changing and Growing Instances in or out of school when we might need to seek permission or receive consent. How to ask for permission (get consent) before we borrow or take something from someone. What sex means, what happens during sexual activity and the consequences of sex might</p>

for, and why this is important during puberty. The functions of the reproductive organs, including how conception occurs. Different stages of reproduction, pregnancy and birth. How emotions may change as we get older and are no longer children.

Self-care, Support and Safety

What being frightened or worried means. Ways to communicate that we are frightened or worried. What it means to take care of our bodies and keep them safe. Strategies we can use if we are feeling frightened or worried. Who is responsible for keeping us safe and the importance of helping to keep ourselves safe? What unwanted physical contact means. Always tell someone if anyone makes us feel worried or uncomfortable, whoever they are. Ways of communicating to others that we need help. No one has a right to make us feel frightened or uncomfortable and how to recognise harassment, including online. What is meant by 'personal space'. Ways we can safely challenge unwanted physical contact and ask for help. Why it might be necessary to keep telling trusted adults until we or someone in trouble gets the help needed. Some actions (e.g. assaulting someone and harassment) are crimes, and how to respond, including reporting to police. Removing or injuring female genitalia for non-medical reasons (Female Genital Mutilation/FGM) is wrong and illegal, even if adults think it is necessary.

Science

Human Skeleton. Lower Pathways: To explore the human body parts through small world play (dolls) and games - use Attention Autism sessions if appropriate. Upper Pathways: To explore the skeleton and its uses

include pregnancy and sexually transmitted infections (STIs). Contraception, including condoms, can help prevent pregnancy and some STIs. Difference between appropriate and inappropriate relationship behaviours in public places. Recognise that although it may seem (in the media etc.) that everyone is having a sexual relationship, in reality this is not the case. Ways to check if consent is being given and ways of assertively giving, not giving and withdrawing consent. There are laws about the legal age of consent for sexual activity. How others may manipulate/persuade us to do things we do not want to do or do not like. Ways we can take care of our own sexual health and that of others (e.g. using condoms to help prevent STIs). If someone fails to respect another person's right to not give their consent, then they are committing a serious crime. Different strategies to deal with manipulation/persuasion in relationships. The portrayal of sex in the media and social media (including pornography) is an unrealistic representation of sexual behaviour and can affect people's expectations of relationships and sex. Forms of contraception, their correct use and where and how they can be accessed. What STIs are (including HIV), how they can be tested for and why it is important that they are treated. How alcohol/ drugs may influence choices we or others make in relationships, including sexual activity. Advantages and disadvantages of different forms of contraception for different individuals. Viewing pornography can have ongoing harms and where and how to access help if concerned. Different reliable sources of support regarding relationships, sex and sexual health and how to access them. Identify sources of support with relationships and sex.

	<p>Assemblies; How my body changes and grows, baby to adult, changes at puberty, personal hygiene routines, why are these important?</p>	
<p>Forced Marriage Honour Based Violence</p>		<p>PHSE Changing and Growing Different types and features of committed, long-term relationships. Adults who are in a long-term relationship (e.g. married, in a civil partnership, living together, engaged). What being in a family means. Marriage, (including same-sex marriage) civil partnerships and living together are choices that couples might make as part of their commitment to each other. What 'adopted', 'fostered', or 'looked after' mean in terms of families. Some relationships will end— meaning that a couple don't go out together, or live together any more. Whom we can talk to if we're worried about relationships changing/ ending. What the differences might be between feeling ready for a relationship, feeling ready for a sexual relationship and being ready to be a parent. No-one can be forced to marry someone; that this is always wrong; that the person trying to force someone to marry is committing a very serious crime no matter who they are or what they say. What we can do and whom we could tell if we think someone is being forced to marry someone</p>
<p>Substance Misuse</p>	<p>PHSE Self-care, Support and Safety What is meant by personal safety? What is meant by something being an accident? What is meant by the terms risky (something that could go wrong/have harmful consequences) and dangerous (something that will always hurt us, e.g. fire). Behaviours that might be risky</p> <p>Workshops Sessions with the City South Schools & Early Intervention Officer.</p>	<p>PHSE Healthy Lifestyles What is meant by a 'medicine'. Difference between over-the-counter medicines and those prescribed by a doctor. Examples of over-the-counter medicines. How medicines, when used responsibly can help us to take care of our health (e.g., painkillers when we have a headache). Importance of taking over the counter and prescribed medicines correctly. All drugs can have risks to health, even if they are legal or have been prescribed.</p> <p>Workshops Sessions with the City South Schools & Early Intervention Officer.</p>

	<p>Assemblies; Drug Awareness, taking care of ourselves, trusting others, feeling unwell, Emergency situations.</p>	
<p>Gang Activity Youth Violence Knife crime</p>	<p>DT Use of Tools:</p> <ul style="list-style-type: none"> • Scissors • Cooking - Knife (adult supported) <p>Workshops Sessions with the City South Schools & Early Intervention Officer.</p>	<p>PHSE</p> <ul style="list-style-type: none"> • The risks and law relating to carrying a weapon. <p>DT Use of Tools:</p> <ul style="list-style-type: none"> • Scissors • Cooking - Knife (adult support-some independence) • Butter knife <p>Workshops Sessions with the City South Schools & Early Intervention Officer</p>
<p>Prevent - Radicalisation and Extremism</p>	<p>Assemblies;</p> <ul style="list-style-type: none"> • Being safe in the community. Public and Private, accidents and risks, understanding rules. Who can help and support us? <p>PHSE What it means to treat others in a kind and fair way. Everyone is unique and special and no one should be treated unfairly. What prejudice means. What it means to discriminate against someone. Different forms of prejudice and discrimination we may have seen/heard about (e.g. based on religion, gender, age, race, disability, sexual orientation).</p> <p>Geography We've got it all! Why is the East Midlands so special?</p> <p>Food Technology Exploring Celebration Food - Items from around the world and making a festival hamper Use cooking utensils/ training kitchen Seasonal ingredients and food items, link to festivals Investigate what a festival hamper is/ contents and create own hamper. Select food and prepare own 'snack time'. Explore food items from round the world</p> <p>PHSE Self-Awareness What stereotyping means. Constructive strategies for responding to prejudice and discrimination. Stereotypes based on religion, gender, age, race, disability or sexual orientation, can cause harm (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</p> <p>Religious Education Theme: Martin Luther King Key question: Who was MLK? What did he do? Religions: Christianity</p> <p>Food Technology Exploring Celebration Food - Items from around the world and making a festival hamper Use cooking utensils/ training kitchen Seasonal ingredients and food items, link to festivals Investigate what a festival hamper is/ contents and create own hamper. Select</p>	

		<p>food and prepare own 'snack time'. Explore food items from round the world</p>
	<p>Celebrating festivals and local traditions Assemblies;</p> <ul style="list-style-type: none"> • Local and community history month. Celebration of those around us. Fun/surprising facts about our community • Goose Fair, what happens there? What was it like? Were there rides? What is Goose Fair? What is Goose Fairs history? • Black History Month, what does it mean? Why are we celebrating it? Exploring faiths, beliefs, and values of others. Appreciation of cultural influences. • Remembrance Day and Remembrance Sunday. Having an awareness of the sacrifices people made for us. How was conflict resolved? How do we resolve conflict now? • Thanksgiving, US holiday celebrating harvest. Learning about other cultures and traditions • Burns night, appreciating others' cultural differences and participating in cultural opportunities. • Mothers' day. How is this celebrated? By who? Why? Who else can we share/show our love for on this day? Other women in my life, different relationships we have • St Georges Day, belonging to a community, How do we celebrate different days? Is it the same for everyone? • Pride Month, celebrating diversity and peoples' right to live and how they choose without discriminations. How have people fought for the rights/power to be their true selves? How is Pride celebrated? • Fathers' day, who else can we share our love for this day? Who are the special men in my life? Different types of relationships we have? • St Andrews Day. Who celebrates it? How is it celebrated? Understand ways different people celebrate. • Gypsy, Roma and Traveller History Month. Celebrate the diversity that communities bring to the UK. Information about Roma history. 	
<p>British Values</p>		
<p>1. Democracy</p>	<ul style="list-style-type: none"> • School Council • Eco Council • The importance of school, Education and what we learn in assembly • Story of Guy Fawkes 	

<p>2. The rule of law.</p>	<p>Establishing new classroom rules, regulations and reward systems.</p> <p>Community Inclusion Developing Road Safety Skills Walks, next to an adult as appropriate Can stand/wait at kerb Will stop at kerb when walking ahead Can walk sensibly across road Looks and listens before crossing Can cross minor road Uses pelican crossing Uses zebra crossing Uses central refuge</p>	<p>Establishing new classroom rules, regulations and reward systems.</p> <p>PHSE Self-care, Support and Safety Rules and procedures in school that help keep us safe. School procedures that help us keep safe (e.g. fire or emergency evacuation drills, corridor rules, playground rules). How to report an accident in school. Actions that we all have to undertake in school to keep safe (e.g. lining up, keeping quiet, and why these are essential). How to call 999 in the case of an emergency. How adults might communicate to us that something is an emergency (e.g. vocabulary that adults might use). Why it is essential to follow instructions in an emergency situation in and outside school.</p> <p>Community Inclusion Developing Road Safety Skills Walks, next to an adult as appropriate, Can stand/wait at kerb, Will stop at kerb when walking ahead, Can walk sensibly across road, Looks and listens before crossing, Can cross minor road, Uses pelican crossing, Uses zebra crossing, Uses central refuge</p>
	<p>Assembly;</p> <ul style="list-style-type: none"> • Environment week. Knowing the rules/laws rights and wrong; why should we recycle? Being part of the community. • Road Safety. Rules and expectations related to road safety. Highway code. 	
<p>3. Individual liberty.</p>	<p>Careers Recognise, develop and apply my skills for employability Keeping safe, looking after yourself and your health, dealing with problems, understanding money, developing self-awareness, developing independent living skills, using interpersonal skills to contribute to positive relationship Develop an awareness of the extent and diversity of opportunities in learning and work</p>	<p>PHSE The World I Live In Different types of living arrangement, including adult care, residential care and living independently. What is meant by having a 'job'? Different ways of financing adult life and independent living (e.g., paid work, personal independence payments). Different types of employment e.g., paid/ unpaid (voluntary), full time/part time, work placements. Different jobs that family members, friends and people in the community may do. Our aspirations for adult life (which may or</p>

Having your say, looking after the environment, developing community participation skills, participating in enterprise projects

Learn from People

Learn from contact with people who work, learn to work with people and be part of a team. Finding out about occupations of people who help us. Helping others

Workshops from various employers.

may not include employment and independent living). The kind of job we might like to do when we are older and what we expect it to be like. Some jobs are paid more than others and money is one factor which may influence a person's job or career choice. Skills for independent living (e.g., safe travel, shopping and meal preparation). What strengths, skills and qualifications someone might need to do the jobs that interest us. Things that help to keep people healthy and safe at work (that there are laws to protect people). The steps to getting a job (e.g., looking for a job, writing a CV, going for an interview). Choices available at the end of Key Stage 4, including employment, further study, apprenticeships, work placements. Skills that can help someone to get a job (e.g., interview techniques, communication and teamworking skills). How to manage our feelings in relation to living independently, and whom we can talk to if we are worried. People and organisations that can provide advice and support for our future employment.

Community Inclusion

Travel Training

Careers

My Skills

Recognise, develop and apply my skills for employability

Keeping safe, looking after yourself and your health, Dealing with problems, understanding money, developing self-awareness, developing independent living skills, using interpersonal skills to contribute to positive relationship

Awareness of Opportunities

Develop an awareness of the extent and diversity of opportunities in learning and work

Having your say, looking after the environment, developing community participation skills, participating in enterprise projects

Learn from People

		<p>Learn from contact with people who work, learn to work with people and be part of a team Finding out about occupations of people who help us Helping others</p> <p>LIVE & Enrichment: Each half term pupils will be offered a range of opportunities to develop and promote skills, interest and hobbies Rota of WRL options within the school: Café Library, Gardening, Tuck shop, Grounds maintenance, Childcare, Laundry, Cleaning Travel training groups, money skills and finance group Enterprise: Supporting whole school events – i.e. Here to Help Fayre</p>
	<ul style="list-style-type: none"> • Black History Month – Key figures in history campaigning for freedom • Pupils encouraged to make independent choices with the knowledge that they are in a safe, secure environment • Robust anti bullying culture • Remembrance Day Assembly and 1 minute silence. • World Book Day – Self Expression • Charitable events e.g. Children in Need 	
4. Mutual respect	<p>PHSE The World I Live In Similarities and differences between young people of our age. What is meant by having rules in school, at home and in the wider world. Similarities, differences and diversity among people of different race, faith and culture. What is meant by rights and responsibilities? What we all have in common, despite differences (e.g. in age, ability, sex, sexual orientation and gender identity). Some of the different kinds of rights and responsibilities we have in and outside school. Benefits of diversity for our friendships and our community. Why stereotyping is unfair. Identify living things that people can care for (e.g. house plants, pets, gardens). Ways of showing compassion to other living things (e.g. wildlife, pets). Shared responsibilities we all have for taking care of other people, living things and the environment we live in. How every day</p>	<p>The World I Live In Everyone has ‘human rights’ and that the law protects these rights. Our rights to different opportunities in both education and work. Different cultures and faith groups have the right to practise their customs and beliefs within British law. How stereotypes (e.g., based on sex, gender, race, religion, age, sexual orientation or disability) can lead to discrimination. How to safely challenge stereotyping or discrimination when we witness or experience it. Whom we can talk to if we are worried about our rights or those of other people.</p> <p>Workshops Sessions with the City South Schools & Early Intervention Officer.</p>

	<p>choices can affect the environment positively (reducing, reusing, recycling) and negatively (single-use plastic, waste, pollution). Our feelings and values in relation to climate change and the environment.</p>	
<p>5. Tolerance of those of different faiths and beliefs</p>	<p>Assemblies;</p> <ul style="list-style-type: none"> • World Frog Day. Do you like frogs? Fun facts about frogs. Frogs have become increasingly endangered; how can we help them? • National Tree Week. Taking care of the environment. How do I look after my local community? • End of term assembly. Celebrate others achievements • World Wildlife Day. The importance of taking care of our environment. Recognising right from wrong. Being part of the community with the same goal. • International Nurses Day, how do nurses help us? What do they do? How can we help them? • International Red Panda Day, have you ever seen one? Fun facts about the Red Panda. • International Week of Deaf People, how can we help the deaf community feel connected to wider society? Become more educated in communicating with deaf people, contribute to positive change and breaking down barriers. <p>European Day of Languages, promote language learning and celebrate the linguistic and cultural diversity of Europe.</p>	<p>Religious Education</p> <p>Who was Martin Luther King? What did he do? Christianity. Has Christmas lost its true meaning? Christianity What is the aum symbol and what does it mean to Hindus? Hinduism. Forgiveness What is 'Good' about Good Friday? Christianity. How can Brahman be in everything and everywhere? Hinduism How do Christian's beliefs about Jesus' impact on their lives? Exploring Christian faith. Diwali, Christmas, Hannukah Why are these festivals celebrated? Easter, Eid Why are these festivals celebrated? How do Christian and Islamic people pray? What can we learn from inspiring people in the past? Classes to learn about religious leaders Jesus, Moses, Mohammed. Summer 2 classes to select an inspirational person to focus on.</p>

		<p>Art and Design Art from Different Religions Looking at pattern and iconography found in celebrations of different gods Focus on the art of the religious Oneness in aboriginal painting</p>
	<p>Assemblies;</p> <ul style="list-style-type: none"> • Mawlid; Muslim festival celebrating Muhammad’s birthday. Getting on with others without showing prejudice and disclination. Experiencing others’ beliefs. Being part of the community. Understanding others • Diwali, understanding people believe in different things. Experiencing others’ beliefs. Understanding others. • Christingle, what does Christingle mean? Learn about the different elements of the Christingle. Celebrating faith and beliefs. • Christmas, how is it celebrated around the world? Respect other faiths and beliefs. Respect others. Celebrating diversity. • Chinese New Year, learn to respect people, celebrate diversity. • Story of Easter. Traditional celebrations, do my friends celebrate Easter? How do they? • Ramadan. Understanding people around us have different faiths, feelings and values. Learning more about mine/other peoples’ faiths and appreciating others’ cultures. • Navratri. Are you part of a community that celebrates this festival? Understanding others, experiencing others’ beliefs. • Holocaust Memorial Day. Understanding others’ cultures and how to respect them. • Passover. The main theme is redemption, what does this mean? What are the rituals which are carried out? 	