**Wood Fold Primary School SMSC Provision**

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| SOCIAL | | | | | | |
|  | **Aut 1** | **Aut 2** | **Spr 1** | **Spr 2** | **Sum 1** | **Sum 2** |
| **Rec** |  | | **PSED**   * To understand what it means to be a friend. * To understand how to be a good friend to others. * To understand how I can resolve conflict peacefully. * To understand why turn-taking is important and how we can share. * To learn how to develop teamwork skills. | | Community Project  The children will be raising money to donate to the ‘Rainbow Ward’ at Wigan Infirmary. | |
| **Year 1** |  |  | Community Project  The children will be making a healthy and delicious fruit salad to take to a residential Care Home in Standish. |  | **PSHE**  **Relationships**   * To identify what being a good friend means to me. * To explore different ways of being a good friend. |  |
| **Year 2** |  |  |  | Community Project  The children will work with the local gardening group ‘Busy Bees’ to sow annual flowers for the community gardens. | **PSHE**  **Relationships**   * To know which types of physical contact I like and don’t like and can talk about this. * To understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. |  |
| **Year 3** |  |  |  | **PSHE**  **Relationships**   * To recognise what healthy friendships and relationships look like. * To know the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality. * To consider how to be a good friend. * To learn how to deal with falling out and finding resolutions to conflicts. * To understand that some words can be hurtful. * To identify mental resilience strategies to withstand or ignore hurtful words. * To identify feelings of anxiety associated with peer pressure. |  | Community Project  The children are going to be raising money and awareness to support ‘Hop, Skip and Jump’ |
| **Year 4** |  | **English**   * ‘Who Let the Gods Out?’ | Community Project  The children are going to volunteer their time to one of the care homes in Standish as part of the Alzheimer's Society Dementia Friends appeal. | **Digital Citizenship**   * What makes a strong online community? | **PSHE**  **Relationships**   * To know about different types of bullying, the impact of bullying, responsibilities of bystanders and how to get help. * To recognise when, how and whom to ask for help with their friendships and relationships.   **Digital Citizenship**   * What should you do when someone uses mean or hurtful language on the internet? |  |
| **Year 5** | Community Project  Year 5 will participate in ‘The Big Standish Clean-Up’. |  |  |  | **PSHE**  **Relationships**   * To know how to recognise, form and maintain positive healthy relationships of all kinds. * To respond appropriately to indicators of unhealthy relationships. * To know how to stay safe when using technology to communicate with my friends. * To understand there are rights and responsibilities in an online community or social network. * Identify when an online community feels unsafe or uncomfortable. * To recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this. * To learn about the factors which contribute to a young person deciding to join a gang. * To learn about the social, legal and physical consequences of gang behaviours. * To learn how to seek help if worried about gang activity.   **Digital Citizenship**   * How can we be upstanders when we see cyberbullying? |  |
| **Year 6** |  | Community Project  The children will work to support local charity, The Brick. They will promote the importance of donations to create Christmas Hampers. | **Digital Citizenship**   * How do gender stereotypes shape our experiences online? | **Digital Citizenship**   * How do you keep online friendships safe? | **PSHE**  **Relationships**  To identify situations where permission needs to be asked for.   * To understand what is meant by ‘personal boundaries’ and how these might vary with different people. * To identify differences between appropriate and inappropriate touch. * To understand how being physically attracted to someone changes the nature of the relationship. * To gain an understanding of domestic abuse and the underlying factors that contributes to a person’s propensity for abuse. * To recognise when, how and whom to ask for help with their friendships and relationships.   **Digital Citizenship**   * What is cyberbullying and what can you do to stop it? |  |

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| MORAL | | | | | | |
|  | **Aut 1** | **Aut 2** | **Spr 1** | **Spr 2** | **Sum 1** | **Sum 2** |
| **Rec** | **PSED**   * Children will learn the names of the staff members who work in our class. * Children will learn the roles and responsibilities in the classroom, including tidying up * Children will learn understand how to behave in both the indoor and outdoor classrooms. * Children will learn how to behave within the wider school environment. * Children will learn the names and roles of the different adults in the wider school community. * To learn the values and ethos of Wood Fold school and understand INSPIRE. | | **PSED**   * Children will make a collection of different purses and wallets filled with coins for the café or shop to develop an understanding of using and handling money. * Children will discuss why money is important and why we need to keep it safe and look after it. Children will talk about ways the children can keep their money safe: in a purse, money box, savings account | |  | |
| **Year 1** | **PSHE**  **Living in the Wider World (Citizenship)**   * To know what being a good citizen means * To know that I belong to my class. * To consider everyone’s right to learn in my class. * To know my views are valued and contribute my ideas to our classroom rules. * To recognise the choices I make and how they impact others. |  |  | **PSHE**  **Living in the Wider World (Citizenship)**   * To understand what money is and where it comes from. * To discuss things they can buy in the shops. * To identify the difference between the things we want and the things we need. * To know why it is important to keep money safe. |  |  |
| **Year 2** | **PSHE**  **Living in the Wider World (Citizenship)**   * To know what the British Values are. * To distinguish between right and wrong and to respect the law. * To understand the rule of law. * To appreciate the value and reason for laws and understand that they are to govern and protect us.   **Digital Citizenship**  **Pause and think Online**   * How can we be safe, responsible and respectful online? |  | **PSHE**  **Economic Wellbeing**   * To know that there are different sources that money can come from. * To identify some methods of payment. * To revisit why it is important to keep money safe. * To discuss the role of banks and building societies. * To discuss ways that we can keep track of the money we spend. |  |  | **Digital Citizenship**  **Privacy and Security**   * How do you stay safe when visiting a website or app?   **PSHE**  **Healthy Me**   * Be able to identify helpful and harmful substances in the home. * To demonstrate an understanding of risk prevention strategies including storage and handling. |
| **Year 3** | **PSHE**  **Living in the Wider World (Citizenship)**   * To know what the British Values are and why we have them. * To explore the reasons for rules and laws in wider society. * To consider the importance of laws, whether they govern the class, school or country. * To understand the responsibilities of abiding by laws and the consequences when laws are broken. |  | **PSHE**  **Economic Wellbeing**   * To know where money comes from and how it is used. * To identify what influences what we buy. * To know about prioritising what we buy, thinking about things we need before things we want. * To discuss advertisements and offers that try to influence what we buy. * To know the importance of keeping track of what we spend. |  | **PSHE**  **Healthy Me**   * To know how to identify typical hazards at home and in school. * To know how to predict, assess and manage risk in everyday situations. (crossing the road safely) * To understand the importance of following safety rules from parents and other adults. * To learn about hazards (including fire risks) that may cause harm, injury or risk in the home and what you can do to reduce risks and keep safe. * To know to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say. |  |
| **Year 4** | **PSHE**  **Living in the Wider World (Citizenship)**   * To know what the British Values are and how they are relevant to us. * To explore the advantages and disadvantages of democracy. * To understand how the law in Britain works in contrast to other forms of government. * To consider how well does democracy function in British politics.   **Digital Citizenship**   * How do digital citizens take responsibility for themselves, their communities and their world? |  |  | **PSHE**  **Economic Wellbeing**   * To revisit where money comes from and how it is used. * To describe different attitudes people may have towards money * To consider different ways to pay and identify which options are more useful or appropriate in different contexts * To analyse what influences people’s decisions about spending money and how they manage those influences. |  | **PSHE**  **Healthy Me**  To have an understanding of how to keep themselves safe in the local environment including road, rail and firework safety.   * To learn how to assess and manage risks, including those linked to peer-pressure. * Understand the facts about smoking and its effect on health and wellbeing. * To understand the dangers and effects of vaping and e-cigarettes. |
| **Year 5** |  | **PSHE**  **Living in the Wider World (Citizenship)**   * To recall what the British Values are and know their impact on British society today. * To understand my rights and responsibilities as a citizen of my country and as a member of my school. * To understand how democracy and having a voice benefits the school community. * To understand that my actions affect other people locally and globally.   **Digital Citizenship**   * What information about you is OK to share online? | **Digital Citizenship**   * How does our online activity affect the digital footprints of ourselves and others? | **PSHE**  **Economic Wellbeing**   * To recognise that people have different attitudes towards saving and spending money. * To identify how budget, value and needs can influence decisions about spending money. * To know different ways that money can be saved and kept safe, and why this is important * To understand the importance of keeping track of money. * To know about risks associated with money (e.g. money can be won, lost or stolen) |  | **PSHE**  **Healthy Me**   * To learn about some of risks and effects of (legal and illegal) drug and alcohol use and their impact on health. * To learn about some of the reasons why people use drugs and alcohol to manage situations and peer influence. * To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others. * To know the importance of taking care of mental health. * To know about the strategies and behaviours that support mental health.   **Digital Citizenship**   * What rights and responsibilities do you have as a creator? |
| **Year 6** | **PSHE**  **Living in the Wider World (Citizenship)**   * To recall what the British Values are and to know how the British values reflect life in modern Britain. * To consider what life would be like without one or more of the British Values. * To know that there are universal rights for all children but for many children these rights are not met. * To explain some of the ways in which one person or a group can have power over another. (PREVENT)   **Digital Citizenship**   * What does media balance mean for me? | **Digital Citizenship**   * What is clickbait and how can you avoid it? |  | **PSHE**  **Economic Wellbeing**   * To know about the different ways to pay for things and the choices people have about this. * To learn what it means to be a critical consumer. * To identify what should be considered before making a decision to buy a product or goods. * To know that people’s spending decisions can affect others and the environment (Fair trade, buying single-use plastics, or giving to charity. * To identify the ways that money can impact on people’s feelings and emotions. * To know how and why money worries can have an impact on emotional wellbeing. |  |  |

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| SPIRITUAL | | | | | | |
|  | **Aut 1** | **Aut 2** | **Spr 1** | **Spr 2** | **Sum 1** | **Sum 2** |
| **Rec** | **PSED**   * To explore the Hindu Celebration of Diwali. * To discuss birthdays and other special lifetime events. * To learn about Christmas, Chinese New Year and New Year Celebrations across different traditions.   **Understanding the World, People and Communities**   * Children will know that Diwali is celebrated by Hindus. * They will be able to say why it is a special time. * Children will know one other festival from another faith and be able to explain why it is important to its faith members.   **PSED**   * To explore special things about themselves. * To know what being proud means and that people can be proud of different things. * To learn and explore physical similarities and differences about themselves and others. | | **RE / Cultural Study**   * Children will become familiar with the idea that some books are sacred and holy. * They will learn stories from the Bible and Qur'an and know that they are special to Christians and Muslims. * Children will be given the opportunity to retell stories and respond in a variety of ways.   **Understanding the World, People and Communities**   * Learn about celebrations as they occur throughout the year, e.g. Chinese New Year, Diwali | | **RE/ Cultural Study**   * They will learn that many religious people believe that the world was created and designed by God. * They will be introduced to the Jewish/Christian story of the creation in Genesis (Torah/Old Testament) and also stories from Islam focussing on care for Allah's creation. | |
| **Year 1** | **RE**  **Christianity (God)**   * Why do Christians say that God is a ‘Father’? | **RE**  **Christianity (Jesus)**   * Why is Jesus special to Christians? | **RE**  **Islam**   * How might beliefs about creation affect the way people treat the world? | **RE**  **Judaism**   * Why might some people put their trust in God? | **RE**  **Hindu Dharma**   * What do Hindus believe about God? | **RE**  **Christianity (Church)**   * How might some people show that they ‘belong’ to God? |
| **Year 2** | **RE**  **Christianity (God)**   * Does how we treat the world matter? | **RE**  **Christianity (Jesus)**   * Why do Christians say Jesus is the ‘Light of the World’? | **RE**  **Hindu Dharma**   * How might people express their devotion?   **Digital Citizenship**  **Media Balance and Well-being**   * Why is it important to listen to your feelings when using technology? | **RE**  **Islam**   * Why do Muslims believe that it is important to obey God? | **RE**  **Christianity (Church)**   * What unites the Christian community? | **RE**  **Judaism**   * What aspects of life really matter? |
| **Year 3** | **RE**  **Christianity (God)**   * How (and why) have some people served God? | **RE**  **Islam**   * Why is the Prophet Muhammad (pbuh) an example for Muslims? | **RE**  **Christianity (Jesus)**   * What does it mean to be a disciple of Jesus? | **RE**  **Christianity (Church)**   * What do Christians mean by the ‘Holy Spirit’? | **RE**  **Sikhism**   * Why are the Gurus important to Sikhs?   **History**  **Ancient Egypt**   * Pharaohs * Gods * Mummification | **RE**  **Hindu Dharma**   * Why is family an important part of Hindu life? |
| **Year 4** | **RE**  **Hindu Dharma**   * What might a Hindu learn through celebrating Diwali? | **RE**  **Christianity (God)**   * How and why might Christians use the Bible?   **History**  **Ancient Greece**   * Gods and Goddesses * Religious Beliefs | **RE**  **Sikhism**   * How do Sikhs express their beliefs and values? | **RE**  **Christianity (Jesus)**   * Is sacrifice an important part of religious life? | **RE**  **Islam**   * Why do Muslims fast during Ramadan?   **History**  **Ancient Rome**   * Gods and Goddesses * Religious Beliefs | **RE**  **Christianity (Church)**   * What does ‘love your neighbour’ really mean? |
| **Year 5** | **RE**  **Christianity (God)**   * Why is it sometimes difficult to do the right thing? | **RE**  **Islam**   * Why is the Qur’an so important to Muslims? | **RE**  **Hindu Dharma**   * Hindu Dharma What might Hindus learn from stories about Krishna?   **History**  **Vikings**   * Hierarchy of Gods | **RE**  **Christianity (Jesus)**   * What do we mean by a miracle?   History  **Islamic Civilisation** | **RE**  **Christianity (Church)**   * How do people decide what to believe? | **RE**  **Judaism**   * Do people need laws to guide them? |
| **Year 6** | **RE**  **Christianity (God)**   * How do Christians mark the ‘turning points’ on the journey of life? | **RE**  **Hindu Dharma**   * Is there one journey or many? | **RE**  **Islam**   * What is Hajj and why is it important to Muslims?   **PSHE**  **Celebrating Diversity**   * To explore the meaning of personal identity and what contributes to it. | **RE**  **Christianity (Jesus)**   * Why do Christians believe Good Friday is ‘good’? | **RE**  **Buddhism**   * What do we mean by a ‘good life’? | **RE**  **Christianity (Church)**   * If life is like a journey, what’s the destination? |

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| CULTURAL | | | | | | |
|  | **Aut 1** | **Aut 2** | **Spr 1** | **Spr 2** | **Sum 1** | **Sum 2** |
| **Rec** | **RE / Cultural Study**   * Children will learn about different celebrations across three of the world’s major religions – Christianity, Hinduism and Islam. * They will begin to understand the important religious events for these religions. * They will have the opportunity to reflect on celebrations that they have been a part of, as well as what they would like to celebrate in the future. | | **Understanding the World, People and Communities**   * To consider and discuss similarities and differences between different religious and cultural communities in this country. * Explore cultures within our society and identify ourselves e.g. where we live. * Learn about celebrations as they occur throughout the year, e.g. Chinese New Year, Diwali * Children will be able to identify different cultures through artefacts. | | **Understanding the World, People and Communities**   * To explore some similarities and differences between life in this country and life in other countries. * To draw on our knowledge through stories, non-fiction texts and maps. Focusing on countries within Africa * Children will be able to talk about a difference and a similarity between our country and Africa. | |
| **Year 1** |  | **PSHE**  **Celebrating Diversity**   * To understand what diversity is and why it matters. * To explain how differences create diversity in our community. |  | **Music**  **In The Groove**   * Blues, Baroque, Latin, Bhangra, Folk, Funk |  |  |
| **Year 2** |  | **PSHE**  **Celebrating Diversity**   * To explore differences and similarities I have from others in my class, school, community and country.   **Art**  **Drawing and Printing**   * Stephen Wiltshire |  | **Music**  **Hands, feet, heart**   * South African Music |  |  |
| **Year 3** |  | **PSHE**  **Celebrating Diversity**   * To learn about and explore visible differences. * To understand that differences create diversity. * To appreciate the value of being part of a diverse community. * To understand how to embrace diversity within communities. * To understand what discrimination and prejudice means and how to challenge these behaviours.   **Music**   * African Vocal | **English**   * ‘The Girl who Lost a Leopard’ | **PE**  **Dance**   * Egyptian Dance   **History**  **Ancient Egypt**   * The achievements of the earliest civilizations * The River Nile * The Ancient Egyptian Legacy   **English**   * ‘Egyptian Cinderella’   **Art**  **Ancient Egypt**   * Hieroglyphics * Papyrus drawings * Architectural monuments and sculptures. | **English**   * ‘Secrets of the Sun King’ |  |
| **Year 4** | **Art**  **Ancient Greece**   * Greek Temple Architecture, * Vases, Vessels and kraters. * Sculptures, statues and paintings. * Theatrical performances, masks and costumes. | **PSHE**  **Celebrating Diversity**   * To explore what influences our assumptions of others. * To recognise differences between people such as gender, race, faith. * To recognise what they have in common with others. * To understand the importance of respecting the differences and similarities between people.   **Geography**  **Production of Chocolate**  Focus Study: Ghana | **History**  **Ancient Greece**   * Early Ancient Greek civilisations * Greek Culture * Ancient Greek Legacy | **PE**  **Dance**   * Roman Dance   **English**   * ‘Queen of Darkness’   **Art**  **Ancient Rome**   * Sculptures, paintings and mosaics. * Roman architecture * Coinage * Full statues and portrait busts. | **History**  **Ancient Rome**   * Roman Culture * Ancient Roman Legacy   DT  **Food**   * Design and make a doughbased product for an Italian feast.   **English**   * ‘Roman Invasion’ |  |
| **Year 5** | History  **Anglo-Saxons and the Scots**  **Art**  **Anglo Saxons**   * Crafting including jewellery (brooches and beads) and instruments. | **PSHE**  **Celebrating Diversity**   * To recognise that everyone should be treated equally. * To understand the importance of listening to and respecting a wide range of people. * To explore different types of discrimination. * **To explore both historical and current patterns of migration and immigration within, to and from the United Kingdom, and to think about how the movement of people affects a country.** | **English**   * ‘Viking Boy’   History  **The Vikings and the Anglo-Saxons**  **Art**  **Vikings**   * Woodcarvings and metalwork including weaponry and ship timbers. | **English**   * ‘The Golden Horsemen of Baghdad’   History  **Islamic Civilisation**   * A non-European society that provides contrasts with British history –early Islamic civilization, including a study of Baghdad c. AD 900   **Art**  **Sculpture**  Zaha Hadid |  |  |
| **Year 6** | **English**   * ‘Kensuke’s Kingdom’ | **Art**  **Drawing**   * Elizabeth Catlett | **PSHE**  **Celebrating Diversity**   * To learn about the effect that stereotypes in the media can have on people who look different. * To know how attitudes and opinions can sometimes be influenced by being exposed to prejudiced or extremist views. * To explain ways in which difference can be both a source of conflict and means for celebration. | **History**  **Crime and Punishment**   * Changes to the British justice systems over time. (Anglo Saxon, Victorians & Modern day) | **Art**  **Watercolour Painting**   * L.S Lowry (Industrial Britain) | **Art**  **Industrial Revolution**   * Romantism * Realism * Impressionism. |