

SAFEGUARDING CURRICULUM MAP

Pupil safeguarding and the promotion of Fundamental British Values are at the heart of all our work at St Ambrose Catholic Primary School and great importance is placed on identifying opportunities within the curriculum for children to learn about safeguarding. Our broad and diverse curriculum gives pupils the chance to experience life in all its diversity, to acquire knowledge, understanding and skills that significantly impact on personal development, behaviour and welfare and equip every child with the knowledge and skills required for personal safeguarding.

SAFEGUARDING EYFS/KEY STAGE 1			
EYFS	AUTUMN	SPRING	SUMMER
	<p>RSE: Children can express that:</p> <ul style="list-style-type: none"> • Our bodies were created by God and are good • We are each unique, with individual gifts, talents and skills • Whilst we all have similarities because we are made in God's image, difference is part of God's plan • That our bodies are good, made by God and we need to look after them <ul style="list-style-type: none"> • What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene <p>Computing: Internet Safety</p> <p>Other planned curriculum opportunities: Anti-Bullying Week Weekly Picture News Key Stage assemblies – Fundamental British Values explored Bonfire Night (fire safety) Diwali (Cultural respect) Lock Down Drill Regular fire drill practice – so they understand fire safety and how to respond when the alarm is raised.</p> <p>Life Skills: Riding a bike/ making iced cakes</p>	<p>RSE: Children are able to describe:</p> <ul style="list-style-type: none"> • The importance of being close to and trusting of 'special people' and telling them if something is troubling them • How their behaviour affects other people and that there is appropriate and inappropriate behaviour • The characteristics of positive and negative relationships <ul style="list-style-type: none"> • Different types of teasing and that all bullying is wrong and unacceptable • When they have been unkind to others and say sorry • When people are being unkind to them and others and how to respond <p>Computing: Internet Safety</p> <p>Other planned curriculum opportunities: Safer Internet Day Weekly Picture News Key Stage assemblies – Fundamental British Values explored Regular fire drill practice – so they understand fire safety and how to respond when the alarm is raised.</p> <p>Life Skills: Artists natural art/Build a den Mother's Day (respect)</p>	<p>RSE: Children can explain:</p> <ul style="list-style-type: none"> • About safe and unsafe situations indoors and outdoors, including online <ul style="list-style-type: none"> • That they can ask for help from their special people <ul style="list-style-type: none"> • That they are entitled to bodily privacy • That they can and should be open with 'special people' they trust if anything troubles them <ul style="list-style-type: none"> • That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and our parish priest • That medicines should only be taken when a parent or doctor gives them to us <ul style="list-style-type: none"> • That medicines are not sweets • That we should always try to look after our bodies because God created them and gifted them to us <ul style="list-style-type: none"> • That there are lots of jobs designed to help us • That paramedics help us in a medical emergency • That First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance <p>Other planned curriculum opportunities: NSPCC – 'Stay Safe, Speak Out' Assembly Weekly Picture News Key Stage assemblies – Fundamental British Values explored Father's Day (respect) Road Safety Regular fire drill practice – so they understand fire safety and how to respond when the alarm is raised.</p>

	<p>Safety Squad</p> <p>Topic: All About Me – Everyone is Unique Healthy Eating: Keeping our bodies healthy People who help us</p> <p>Supporting Texts: All are Welcome</p>	<p>Topic: China - diversity</p> <p>Supporting Texts: A magical Journey to China</p>	<p>Transition morning – opportunities to meet new teacher(s) and see new classroom Summer Fete – Dragon’s Dell (Young Enterprise) – developing understanding about money/finance, developing team work and raising aspirations. Road safety THINK education lessons– Lesson 1: Stepping stones to road safety & Lesson 2: Be bright, be seen www.think.gov.uk/education-resources</p> <p>Life Skills: Toast Marshmallows Topic: Beach Safety – wearing sun cream and hats (holiday safety)</p> <p>Supporting Texts:</p>
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YEAR	AUTUMN	SPRING	SUMMER
1	<p>RSE: Children are able to describe:</p> <ul style="list-style-type: none"> the importance of being close to and trusting special people and telling them if something is troubling them. how their behaviour affects other people, and that there is appropriate and inappropriate behaviour; the characteristics of positive and negative relationships; <ul style="list-style-type: none"> different types of teasing and that all bullying is wrong and unacceptable when people are being unkind to them and others and how to respond; <p>Computing:</p> <p>Science: <u>Our Changing World...3) Sensing Seasons</u> Describe how the weather affects me and the world around me.</p> <p>Other planned curriculum opportunities: Safety Squad – risk assessing classroom daily</p>	<p>RSE: Children are able to describe:</p> <ul style="list-style-type: none"> safe and unsafe situations, including online. The difference between ‘good’ and ‘bad’ secrets and that they can and should be open with ‘special people’ they trust if anything troubles them; <ul style="list-style-type: none"> how to resist pressure when feeling unsafe. that they are entitled to bodily privacy; that there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers and our parish priest. Medicines are drugs, but not all drugs are good for us. <ul style="list-style-type: none"> Alcohol and tobacco are harmful substances. Our bodies are created by God, so we should take care of them and be careful about what we consume. They should call 999 in an emergency and ask for ambulance, police and/or fire brigade <ul style="list-style-type: none"> If they require medical help but it is not an emergency, basic first aid should be used instead of calling 999. Some basic principles of First Aid <p>Computing:</p>	<p>Computing:</p> <p>Science:</p> <p>Other planned curriculum opportunities: NSPCC – ‘Stay Safe, Speak Out’ Assembly Safety Squad – risk assessing classroom daily Weekly Picture News Key Stage assemblies – Fundamental British Values explored Transition morning – opportunities to meet new teacher(s) and see new classroom Regular fire drill practice – so they understand fire safety and how to respond when the alarm is raised. Summer Fete – Dragon’s Dell (Young Enterprise) – developing understanding about money/finance, developing team work and raising aspirations. Road safety THINK education lessons– Lesson 3 Safety first and lesson 4: Road dangers www.think.gov.uk/education-resources</p>

	<p>Anti-bullying Week 'Bang, Crackle, Whoosh' topic – links to fire safety Weekly Picture News Key Stage assemblies – Fundamental British Values explored Lock Down Drill Regular fire drill practice – so they understand fire safety and how to respond when the alarm is raised.</p> <p>Life Skills: Sweeping up – importance of being clean. Baking – safety in the home around ovens</p> <p>Supporting Texts:</p>	<p>Science: <u>Using Our Senses</u> Identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense identify, name and compare parts of our bodies – inclusion & awareness of allergies.</p> <p>Other planned curriculum opportunities: Safer Internet Day Safety Squad – risk assessing classroom daily Weekly Picture News Key Stage assemblies – Fundamental British Values explored Regular fire drill practice – so they understand fire safety and how to respond when the alarm is raised.</p> <p>Supporting Texts:</p>	<p>Supporting Texts:</p>
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YEAR 2			
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YEAR	AUTUMN	SPRING	SUMMER
2	<p>RSE: Children are able to explain:</p> <ul style="list-style-type: none"> • that we are unique, with individual gifts, talents and skills. • The names of the parts of our bodies • That girls and boys have been created by God to be both similar and different and together make up the richness of the human family. • That our bodies are good and we need to look after them; <ul style="list-style-type: none"> • What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating; • The importance of sleep, rest and recreation for our health; • How to maintain personal hygiene. <p>Computing:</p>	<p>RSE: Children are able to describe:</p> <ul style="list-style-type: none"> • That it is natural for us to relate to and trust one another; • That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc); <ul style="list-style-type: none"> • A language to describe our feelings. • (basic understanding) that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character. • Simple strategies for managing feelings and for good behaviour; • That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do; <p>Computing:</p>	<p>RSE: Children are able to describe:</p> <ul style="list-style-type: none"> • what harms and what improves the world in which we live. • That God is love: Father, Son and Holy Spirit and that being made in His image means being called to be loved and to love others <p>Computing:</p> <p>Science:</p> <p>1) TAKE CARE Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>2) GROWING UP Comparing different stages of human life children consider growth, changes in physical appearance, movement, feeding and diet, self-care, the move</p>

	<p>Science:</p> <p>Other planned curriculum opportunities: Anti-bullying Week ‘Nurturing Nurses’ topic – how nurses (Florence Nightingale, Mary Seacole, Edith Cavell) helped improved nursing – hygiene, germs, bacteria & keeping clean ‘London’s Burning’ topic – links to fire safety Weekly Picture News Key Stage assemblies – Fundamental British Values explored Remembrance Day Lock Down Drill Regular fire drill practice – so they understand fire safety and how to respond when the alarm is raised.</p> <p>Life Skills: Making pizza – oven safety</p> <p>Supporting Texts: Vlad and the Florence Nightingale Adventure Great Fire of London – Vlad the Flea</p>	<p>Science:</p> <p>Other planned curriculum opportunities: Safer Internet Day Weekly Picture News Key Stage assemblies – Fundamental British Values explored Regular fire drill practice – so they understand fire safety and how to respond when the alarm is raised.</p> <p>Life Skills: Be a Lollipop lady/man – road safety</p> <p>Supporting Texts:</p>	<p>from dependency to independence and parenthood.</p> <p>Other planned curriculum opportunities: NSPCC – ‘Stay Safe, Speak Out’ Assembly Swimming and water safety – linked to their weekly swimming lessons Weekly Picture News Key Stage assemblies – Fundamental British Values explored Transition morning – opportunities to meet new teacher(s) and see new classroom Regular fire drill practice – so they understand fire safety and how to respond when the alarm is raised. Summer Fete – Dragon’s Dell (Young Enterprise) – developing understanding about money/finance, developing team work and raising aspirations. Road safety THINK education lessons– Lesson 5 Roads away from home & Lesson 6 Road safety warriors www.think.gov.uk/education-resources</p> <p>Life Skills: Natwest Money Sense – Milo’s Money</p> <p>Supporting Texts: The Great (Food) Bank Heist Coming to England Oh! I do like to be beside the seaside – RNLI/Sun cream/ Water Safety</p>
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SAFEGUARDING KEY STAGE 2			
YEAR	AUTUMN	SPRING	SUMMER
3	<p>RSE: Children are able to describe:</p> <ul style="list-style-type: none"> • That God loves, embraces, guides, forgives and reconciles us with him and one another. • The importance of forgiveness and 	<p>RSE: Children are able to describe:</p> <ul style="list-style-type: none"> • that their increasing independence brings increased responsibility to keep themselves and others safe; • how to use technology safely; 	<p>RSE: Children can explain:</p> <ul style="list-style-type: none"> • practical ways of loving and caring for others <p>Computing:</p>

<p>reconciliation in relationships, and some of Jesus’ teaching on forgiveness.</p> <ul style="list-style-type: none"> • That relationships take time and effort to sustain. • We reflect God’s image in our relationships with others: this is intrinsic to who we are and to our happiness. • Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong; • That there are different types of relationships including those between acquaintances, friends, relatives and family; • That good friendship is when both persons enjoy each other’s company and also want what is truly best for the other; • The difference between a group of friends and a ‘clique’. • Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong; • That there are different types of relationships including those between acquaintances, friends, relatives and family; • That good friendship is when both persons enjoy each other’s company and also want what is truly best for the other; • The difference between a group of friends and a ‘clique’. <p>Computing:</p> <p>Science:</p> <p>Other planned curriculum opportunities: Anti-Bullying Week Extreme Earth Topic – earthquakes and volcanoes – explores impact and keeping safe Weekly Picture News Key Stage assemblies – Fundamental British Values explored Multi-Faith Week: Hinduism – links with respect</p>	<ul style="list-style-type: none"> • that just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others; • how to report and get help if they encounter inappropriate materials or messages <ul style="list-style-type: none"> • How to use technology safely; • That bad language and bad behaviour are inappropriate; • That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others; <ul style="list-style-type: none"> • How to report and get help if they encounter inappropriate materials or messages. • what kind of physical contact is acceptable or unacceptable and how to respond; • That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and parish priest. • Medicines are drugs, but not all drugs are good for us. <ul style="list-style-type: none"> • Alcohol and tobacco are harmful substances. • Our bodies are created by God, so we should take care of them and be careful about what we consume. <ul style="list-style-type: none"> • In an emergency, it is important to remain calm. • Quick reactions in an emergency can save a life. • Children can help in an emergency using their First Aid knowledge. <p>Computing:</p> <p>Science:</p> <p>Other planned curriculum opportunities: Safer Internet Day Swimming and water safety – linked to their weekly swimming lessons Weekly Picture News Key Stage assemblies – Fundamental British Values explored Regular fire drill practice – so they understand fire safety and how to respond when the alarm is raised.</p> <p>Life Skills: Fly a kite - teamwork</p>	<p>Science:</p> <p>Other planned curriculum opportunities: NSPCC – ‘Stay Safe, Speak Out’ Assembly Weekly Picture News Key Stage assemblies – Fundamental British Values explored Life Skills: Natwest Money skills – recognising coins and their value Transition morning – opportunities to meet new teacher(s) and see new classroom Regular fire drill practice – so they understand fire safety and how to respond when the alarm is raised. Summer Fete – Dragon’s Dell (Young Enterprise) – developing understanding about money/finance, developing team work and raising aspirations. Road safety THINK education lessons– Lesson 1: Do you Stop, Look, Listen, Think? & Lesson 2: Take the lead www.think.gov.uk/education-resources</p> <p>Supporting Texts: Escape from Pompeii</p>
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	<p>and tolerance Lock Down Drill Regular fire drill practice – so they understand fire safety and how to respond when the alarm is raised.</p> <p>Life Skills: Make muffins – safe use of kitchen equipment Tying shoelaces – self care</p> <p>Supporting Texts: Rama and Sita story (respecting different cultures) Hodgeheg – Road Safety COP 26 – Greta Thurnberg’s speech (global warming awareness)</p>	<p>Supporting Texts: Why Water’s Worth It – be responsible for water usage</p>	
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YEAR	AUTUMN	SPRING	SUMMER
4	<p>RSE: Children are able to describe:</p> <ul style="list-style-type: none"> • God made us with the desire to be loved and to love and to make a difference: each of us has a specific purpose (vocation) • Every human life is precious from the beginning of life (conception) to natural death • Similarities and differences between people arise as they grow and make choices, and that by living and working together (‘teamwork’) we create community; • the need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do. <ul style="list-style-type: none"> • what the term puberty means; • when they can expect puberty to take place; <ul style="list-style-type: none"> • that puberty is part of God’s plan for our bodies. <ul style="list-style-type: none"> • the correct naming of genitalia; • what changes will happen to boys and girls during puberty; 	<p>RSE: Children are able to explain:</p> <ul style="list-style-type: none"> • That emotions change as they grow up (including hormonal effects); • the range and intensity of their feelings; that ‘feelings’ are not good guides for action; <ul style="list-style-type: none"> • What emotional well-being means; • that positive actions help emotional well-being (beauty, art, etc. lift the spirit); • that talking to trusted people help emotional well-being (eg parents/carer/teacher/parish priest). • that images in the media do not always reflect reality and can affect how people feel about themselves. • Some behaviour is wrong, unacceptable, unhealthy and risky; • Thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media. <p>Computing:</p> <p>Science:</p>	<p>RSE: Children can explain:</p> <ul style="list-style-type: none"> • further practical ways of loving and caring for others <p>Computing:</p> <p>Science:</p> <p>Other planned curriculum opportunities: NSPCC – ‘Stay Safe, Speak Out’ Assembly Weekly Picture News Key Stage assemblies – Fundamental British Values explored Transition morning – opportunities to meet new teacher(s) and see new classroom Regular fire drill practice – so they understand fire safety and how to respond when the alarm is raised. Summer Fete – Dragon’s Dell (Young Enterprise) – developing understanding about money/finance, developing team work and raising aspirations. Road safety THINK education lessons– Lesson Lesson 3 Map your journey and lesson 4 Road</p>

	<p>Computing:</p> <p>Science:</p> <p>Other planned curriculum opportunities: Anti-bullying Week Weekly Picture News Key Stage assemblies – Fundamental British Values explored Swimming and water safety – linked to their weekly swimming lessons Multi-Faith Week : Judaism – links with respect and tolerance Lock Down Drill Regular fire drill practice – so they understand fire safety and how to respond when the alarm is raised.</p> <p>Life Skills:</p> <p>Supporting Texts:</p>	<p>Other planned curriculum opportunities: Safer Internet Day Weekly Picture News Key Stage assemblies – Fundamental British Values explored Regular fire drill practice – so they understand fire safety and how to respond when the alarm is raised.</p> <p>Supporting Texts:</p>	<p>ready? www.think.gov.uk/education-resources</p> <p>Supporting Texts:</p>
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YEAR 5			
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YEAR	AUTUMN	SPRING	SUMMER
5	<p>RSE: Children are able to explain:</p> <ul style="list-style-type: none"> • That lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God’s great plan and the results will be worth it! • that God calls us to love others and ways in which we can participate in God’s call to us. • pressure comes in different forms, and what those different forms are; • strategies that they can adopt to resist pressure. • what consent and bodily autonomy means; • different scenarios in which it is right to say ‘no’ (discuss and reflect) • how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions; and explain this 	<p>RSE: Children are able to explain:</p> <ul style="list-style-type: none"> • that their increasing independence brings increased responsibility to keep themselves and others safe. • how to use technology safely. • that just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others. • how to report and get help if they encounter inappropriate materials or messages. To recognise that their increasing independence brings increased responsibility to keep themselves and others safe. • how to use technology safely. • that just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others. • what kind of physical contact is acceptable or 	<p>RSE: Children are able to explain:</p> <ul style="list-style-type: none"> • the Holy Spirit works through us to bring God’s love and goodness to others. • That God formed them out of love, to know and share His love with others. • about a news story, saying how it affects our human family. <p>Computing:</p> <p>Science:</p> <p>Other planned curriculum opportunities: NSPCC – ‘Stay Safe, Speak Out’ Assembly ‘There’s a Boy in the Girls Bathroom’ -Whole Class Text – provides opportunities to explore themes such as bullying, verbal and physical</p>

	<p>approach to personal friendships and relationships.</p> <ul style="list-style-type: none"> • <p>Computing:</p> <p>Science:</p> <p>Other planned curriculum opportunities: Anti-bullying Week Multi-Faith Week: Sikhism – links with respect and tolerance Weekly Picture News Key Stage assemblies – Fundamental British Values explored Lock Down Drill Regular fire drill practice – so they understand fire safety and how to respond when the alarm is raised.</p> <p>Life Skills: Making burgers – safe use of kitchen equipment</p> <p>Supporting Texts: Secrets of a Sun King – treating others equally and with respect</p>	<p>unacceptable and how to respond.</p> <ul style="list-style-type: none"> • That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests. • the effect that a range of substances including drugs, tobacco and alcohol can have on the body. <ul style="list-style-type: none"> • how to make good choices about substances that will have a positive impact on their health. • that our bodies are created by God, so we should take care of them and be careful about what we consume. • how they may come under pressure when it comes to drugs, alcohol and tobacco • that they are entitled to say “no” for all sorts of reasons, but not least in order to protect their God-given bodies • the recovery position can be used when a person is unconscious but breathing. • that DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance. <p>Computing:</p> <p>Science:</p> <p>Other planned curriculum opportunities: Safer Internet Day Swimming and water safety – linked to their weekly swimming lessons Weekly Picture News Key Stage assemblies – Fundamental British Values explored Regular fire drill practice – so they understand fire safety and how to respond when the alarm is raised.</p> <p>Life Skills: Photography – consent and permission</p> <p>Supporting Texts: Who Let the God’s Out – children being in a carer role (parental illness)</p>	<p>abuse.</p> <p>Weekly Picture News Key Stage assemblies – Fundamental British Values explored Transition morning – opportunities to meet new teacher(s) and see new classroom Regular fire drill practice – so they understand fire safety and how to respond when the alarm is raised. Summer Fete – Dragon’s Dell (Young Enterprise) – developing understanding about money/finance, developing team work and raising aspirations. Road safety THINK education lessons– Lesson 5 Campaign spotlight www.think.gov.uk/education-resources</p> <p>Lifeskills: Natwest money sense - budgeting</p> <p>Supporting Texts: The Boy in the Girl’s Bathroom – how your wellbeing can affect behaviour</p>
YEAR	AUTUMN	SPRING	SUMMER

6

RSE: Children are able to explain:

- that similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community;
- that self-confidence arises from being loved by God (not status, etc).
- that human beings are different to other animals;
- about the unique growth and development of humans, and the changes that girls and boys will experience during puberty;
- about the need to respect their bodies as a gift from God to be looked after well, and treated appropriately;
- the need for modesty and appropriate boundaries.
- how to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc. Regular fire drill practice – so they understand fire safety and how to respond when the alarm is raised.

Computing:

Science:

Other planned curriculum opportunities:

Anti-bullying Week
Swimming and water safety – linked to their weekly swimming lessons
Pioneer Centre Residential Trip – safety on different activities – why do we wear safety equipment
Multi-Faith Week: Islam – links with respect and tolerance
'The Great War' and 'Evacuate' topic – explores themes of war and life of evacuee children, feelings of loneliness and coping with change,

RSE: Children are able to explain:

- how to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc.
- the range and intensity of their feelings; that 'feelings' are not good guides for action.
- that some behaviour is wrong, unacceptable, unhealthy or risky.
- that emotions change as they grow up (including hormonal effects);
- about emotional well-being: that beauty, art, etc. can lift the spirit; and that also openness with trusted parents/carers/teachers when worried ensures healthy well-being.
- the difference between harmful and harmless videos and images;
- the impact that harmful videos and images can have on young minds;
- ways to combat and deal with viewing harmful videos and images.

Computing:

Science:

Other planned curriculum opportunities:

Safer Internet Day
Titanic Writing Unit – discussions about themes of equality, classes and water safety
Weekly Picture News Key Stage assemblies – Fundamental British Values explored
Debates in RE lessons – importance of being able to have a voice, be able to express your opinion and for it to be respected
Regular fire drill practice – so they understand fire safety and how to respond when the alarm is raised.

Life Skills:

Catching a train – the importance of keeping safe when travelling to and from station and whilst on the train.

RSE: Children are able to explain:

- how to manage the onset of menstruation.

Computing:

Science:

Other planned curriculum opportunities:

NSPCC – 'Stay Safe, Speak Out' Assembly
Bikeability Training – Level 1 & Level 2
Young Citizens Challenge safeguarding event
High School Transition work prepares children well and touches on themes such as coping with changes and mental health
Weekly Picture News Key Stage assemblies – Fundamental British Values explored
Debates in RE lessons – importance of being able to have a voice, be able to express your opinion and for it to be respected
Transition to High School
Regular fire drill practice – so they understand fire safety and how to respond when the alarm is raised.
Summer Fete – Dragon's Dell (Young Enterprise) – developing understanding about money/finance, developing team work and raising aspirations.
Road safety THINK education lessons– Lesson 6 The science of stopping and transition to secondary school
www.think.gov.uk/education-resources

Supporting Texts:

Holes – Whole Class Text – explores themes of consequences of choices, friendship, coming of age, authority & tyranny.

Life Skills:

Money Matters – managing a budget

<p>worries etc. Remembrance Service led by Y6 – links with instilling respect, empathy and the value of democracy. Weekly Picture News Key Stage assemblies – Fundamental British Values explored Lock Down Drill</p> <p>Life Skills: First Aid & Making a Lord Walton Pie – safety when cutting vegetables and using ovens</p> <p>Supporting Texts: Kensuke’s Kingdom – Whole Class Text – explores themes of safety at sea, friendship and coming of age. Pig Heart Boy – importance of being healthy, respecting others</p>	<p>Supporting Texts: On Board the Titanic Tragedy at Sea If I were a boy – Beyonce poem</p>	<p>Supporting Texts: Holes – sun safety</p>
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