

Springbank Academy

Curriculum Overview
Citizenship/RHE

Year	Discover	Explore Spring Term – Geography Focus	Belong
N	<p>All About Me?</p> <p>PSED - Develop their sense of responsibility and membership of a community. Select and use activities and resources, with help when needed. Play with one or more other children, extending and elaborating play ideas. Develop appropriate ways of being assertive.</p> <p>Ideas -</p> <ul style="list-style-type: none"> • Talk about what it means to be unique. Can the children name something that they think makes them unique? Invite them to add a handprint to a large piece of paper and add their thoughts and ideas for a ‘what makes us unique’ display. • Explore different emotions with the children. Sit the children in a circle 	<p><u>Handa’s Surprise</u></p> <p>PSED – Develop their sense of responsibility and membership of a community. Play with one or more other children, extending and elaborating play ideas. Develop appropriate ways of being assertive. Help to find solutions to conflicts and rivalries. E.g. accepting that not everyone can play Spider-man in the game.</p> <p>Ideas -</p> <ul style="list-style-type: none"> • Play “I went to the market” game in small groups. Each child in the group to say what fruit they are going to buy. (Turn Taking) • Talk about the different fruit children eat at home and encourage them to share favourite foods that they enjoy with their families. • Set up a market themed role play area for children to use. • Play games to take turns and share. 	<p>Am I Ready For School? How do I care for mini-beast? How can I stay safe at the beach?</p> <p>PSED - Taking turns and sharing Caring for mini-beast Challenge children to work together Working as a team Talking about feelings</p>

	<p>and play 'pass the feeling'. Whisper a feeling to the first child, they make the expression and pass it on around the circle. Can the children guess what feeling it is?</p> <ul style="list-style-type: none"> • Sit in a circle and pass around a toy as a mascot. Ask the children to name something they like and explain why. It could be a toy, food, person, etc. Then, ask them to think of something they dislike and explain their reasons why. <p>Into The Woods</p> <p>PSED - Develop their sense of responsibility and membership of a community. Select and use activities and resources, with help when needed. Play with one or more other children, extending and elaborating play ideas. Develop appropriate ways of being assertive.</p> <p>Ideas -</p> <ul style="list-style-type: none"> • Talk to the children about caring for our local area and the environment. 	<p><u>What is a Farm?</u></p> <p>PSED – Develop their sense of responsibility and membership of a community. Play with one or more other children, extending and elaborating play ideas. Develop appropriate ways of being assertive. Help to find solutions to conflicts and rivalries. E.g. accepting that not everyone can play Spider-man in the game.</p> <p>Ideas –</p> <ul style="list-style-type: none"> • Set up a farm small world area. Children to think of rules for playing with the farm. How will they look after it? How many children should play with it at one time? How can they share the toys fairly? • Play a parachute game to encourage children to work together and place a soft animal on the parachute and ask the children to work together to make it jump high or low. • Talk about the feelings of the characters and how they change throughout the story. 	
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	<p>Discuss the impact that litter can have on wildlife.</p> <ul style="list-style-type: none"> Act out stories using props and costumes – Red Riding Hood, Goldilocks and the Three Bears. 		
R	<p>Farm to Food</p> <p>PSED -</p> <p>See themselves as a valuable individual Build constructive and respectful relationships.</p> <p>Ideas -</p> <ul style="list-style-type: none"> Children are happy and confident coming into school, knowing that they are valued as part of the Reception class team. Introduce themselves and play cooperatively with a range of children. Share and take turns with resources. Listen and take into account what other children say. Participate in small group 	<p>African Adventure</p> <p>PSED -</p> <p>Build constructive and respectful relationships. Identify and moderate their own feelings socially and emotionally. Be able to solve problems without an adult present. Learn to negotiate with the aid of timers. Be able to follow instructions with several steps. Think about the perspectives of others. Consider the feelings of others. Discuss the video of the Kenyan child living in a hut with a fire beside her bed and how she might be feeling. Show resilience and perseverance in the face of challenge. Set their own learning targets and next steps in their taught sessions.</p> <p>Transport and our local area</p> <p>PSED -</p>	<p>What makes you special? What can we do to protect different environments?</p> <p>PSED -</p> <p>Solving problems without an adult Negotiating with others Self-regulation Understanding other people’s feelings Setting our own next steps</p>

	<p>activities, being confident to interact with others.</p> <ul style="list-style-type: none"> • Teach the Springbank STARFISH story. • Discuss teamwork relating to the Little Red Hen and Farmer Duck stories. <p>Celebration (Medieval – Robin Hood)</p> <p>PSED –</p> <p>Build constructive and respectful relationships. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others.</p> <p>Ideas –</p> <ul style="list-style-type: none"> • Play cooperatively with a range of children. Share and take turns with resources. • Use circle times and social stories to discuss emotions. • Explore emotions through RHSE lessons and story books. 	<p>Identify and moderate their own feelings socially and emotionally. Be able to solve problems without an adult present. Learn to negotiate with the aid of timers. Be able to follow instructions with several steps. Show resilience and perseverance in the face of challenge. Show an understanding of their own feelings and those of others, begin to regulate their behaviour accordingly. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Set and work towards simple goals.</p>	
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	<ul style="list-style-type: none"> Looking back at past experiences that may evoke different emotions and feelings. Use fairy tale story characters to discuss the perspectives of others. 		
Y1	<p>The History of Us and Our Grandparents. Local Church Fire – own locality. changes in school building. The Great Fire of London Life in Tudor Times (Tudor Houses)</p> <p>Curriculum Link –</p> <p>To link about themselves, learn from their experiences and recognise what they are good at. To take part in discussions with one other person and the whole class. To agree and follow rules for their group and classroom, and understand how rules help them. How some diseases spread and can be controlled. About the process of growing from young to old and how people’s needs change.</p>	<p>Posting and Places</p> <p>Curriculum Links –</p> <p>To share their opinion on things that matter to them and explain their views. To take part in discussions with one other person and the whole class. To take part in simple debate about topical issues. What improves and harms their local, natural and built environments and about some of the ways people look after them. To identify and respect the differences and similarities between people.</p> <p>Ideas –</p> <ul style="list-style-type: none"> Debate on whether polar bear should be kept in zoos or left in the wild. Conversation about Global Warming and the effect it is having on The Arctic. 	<p>To The Rescue</p> <p>Curriculum Links –</p> <p>How do I keep myself safe in different situations? Positive role models -Rules for and ways of keeping safe, including basic road safety and people who can help them to stay safe. -Family and friends should care for each other. -To know it’s ok to ask for help. -That other families either in their school or as part of the wider world sometimes look different to their own family. -To recognise who to trust and who not to trust. -What a stereotype is</p>

	<p>Take part in discussions. Consider social and moral dilemmas that they come across in everyday life.</p> <p>Ideas –</p> <ul style="list-style-type: none"> • Create a list of classroom rules together for the new school year. • How times have changed since their grandparents were younger, and what happens when you grow older. • Discuss the actions of Henry VIII and if you believe they were right or wrong. • Talk about diseases during the Tudor period and how they spread and why. 	<ul style="list-style-type: none"> • How can we help the animals in The Arctic? What can we do to help the planet? • Look at the similarities between the Inuit way of life, and the way we live our lives here in Eastwood. 	<p>That there is a normal range of emotions and that it is ok to feel these emotions. -Where and how to seek support.</p>
Y2	<p>The 2 Queens</p> <p>Victorian Times – Significant people – DH Lawrence</p> <p>Curriculum Links –</p> <p>To take part in discussions with one other person and the whole class.</p>	<p>Trading Places – Britain or Brazil</p> <p>Curriculum Links –</p> <p>To recognise what they like and dislike, what is fair and unfair, and what is right and wrong. To share their opinions on things that matter to them and explain their views. To take part in discussions with one other person and the whole class.</p>	<p>Read All About it! How does the media impact our lives? How can I use social media safely?</p> <p>Curriculum Links –</p> <p>-To recognise choices, -They can make and recognise the difference between right and wrong. -How to make simple choices to improve their health and well-being.</p>

	<p>To agree and follow rules for their group and classroom, and understand how rules help them. Take part in discussions. To recognise choices they can make, and recognise the difference between right and wrong. How to make simple choices that improve their health and wellbeing.</p> <p>Ideas –</p> <ul style="list-style-type: none"> • Look at the similarities and differences between life now and life during the Victoria times. How have things changed? What has improved the quality of life? What did they introduce? • Look at poverty during the Victorian times. • Look into Queen Victoria how she abolished slavery. What effect did this have on peoples lives? • Queen Elizabeth II and the commonwealth. What did that do for countries. 	<p>To take part in a simple debate about topical issues. To realise that people and other living things have needs, and that they have responsibilities. To realise that money comes from different sources and can be used for different purposes. To maintain personal hygiene. To identify and respect the differences and similarities between people. Take part in discussions.</p> <p>Ideas –</p> <ul style="list-style-type: none"> • Look at the similarities and differenced between the way of life in Brazil and that of the United Kingdom. • Discuss Brazilian slums and the conditions people live in. • Research trade in Brazil. Is it done fairly? Are people paid properly? 	<p>-To recognise how their behaviour effects other people. -To listen to other people and play and work cooperatively. -That there are different types of bullying, that bullying is wrong, and how to get help to deal with bullying. -Make real choices about their on-line presence. -How to ask for help. -To recognise that people sometimes behave differently on-line. -The rules and principles for keeping safe on-line, how to recognise risks and harmful content. -How information and data is shared online. -That mental well-being is part of daily life. -That bullying can often have a lasting impact on metal well-being. -That for most people the internet is an integral part of life and has many benefits. -The benefits of rationing time spent on-line. -How to consider the effects of their on-line actions on others.</p>
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			<p>-Why social media, some computer games and online gaming are age-restricted.</p> <p>-That the internet can also be a negative place.</p> <p>-Where and how to report concerns and get support with issues online.</p>
Y3	<p>The Stone Age</p> <p>Curriculum Links –</p> <p>To research, discuss and debate topical issues, problems and events. Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. That there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other. That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</p>	<p>Source To Sea</p> <p>Curriculum Links –</p> <p>To research, discuss and debate topical issues, problems and events. To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment. To think about the lives of people living in other places and times, and people with different values and customs.</p> <p>Ideas –</p> <ul style="list-style-type: none"> • Discuss coastal erosion and the impact it is having on people, homes and businesses. 	<p>Health / Lifestyles and wellness</p> <p>Why is physical activity important? How can I maintain a healthy lifestyle?</p> <p>Curriculum Links –</p> <p>-To recognise their worth as individuals by identifying positive things about themselves.</p> <p>-How to look after money.</p> <p>-What makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health.</p> <p>-Recognise the risks related to road safety.</p> <p>-Feel positive about themselves.</p> <p>-The characteristics of a healthy family life.</p> <p>-That healthy friendships are positive and welcoming towards others.</p>

	<p>To think about the lives of people living in other places and times, and people with different values and customs.</p> <p>Ideas –</p> <ul style="list-style-type: none"> • Discuss the lifestyle of the Stone Age people. How has it changed? What would happen now if we lived that way? • What rules would you make if you were alive during the Stone Age? • How have roles changed over the years? What job would you like to have? 	<ul style="list-style-type: none"> • Research the method being used to slow down/prevent coastal erosion. Are these having an effect on the environment?` • Debate on why people live in places that are prone to flooding. • Look into what happens to the people and their homes after a flood in the United Kingdom. 	<ul style="list-style-type: none"> -The importance of self-respect and how it leads to your own happiness. That mental well-being is a normal part of daily life in the same way as physical health. -How to recognise and talk about their emotions. The benefits of physical exercise and time outdoors. -Simple self-care techniques. -Isolation and loneliness can affect happiness -Where and how to seek support -Mental and physical benefits of an active lifestyle. -The importance of regular exercise into daily and weekly routines. -Risks associated with an inactive lifestyle. -What constitutes a healthy diet. -Planning and preparing a healthy range of meals. (x link DT) -Risks associated with a poor diet.
Y4	<p>The Vikings Settlements, country, land use Britain's settlement by Anglo Saxons and Scots</p>	<p>The Amazon</p> <p>Curriculum Links –</p>	<p>Let's Educate Ourselves! Are all people born equal?</p> <p>Curriculum Links –</p>

<p>Curriculum Links –</p> <p>To talk and write about their opinions, and explain their views, on issues that affect themselves and society.</p> <p>To research, discuss and debate topical issues, problems and events.</p> <p>Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>To think about the lives of people living in other places and times, and people with different values and customs.</p> <p>Consider social and moral dilemmas that they come across in life.</p> <p>Ideas –</p> <ul style="list-style-type: none"> • What was it like to live during the time of the Vikings? How has it changed? • Look into the rules and routines of the Viking people. • Discuss if Vikings made the right choices. • How do you think both the Vikings and the people they 	<p>To talk and write about their opinions, and explain their views, on issues that affect themselves and society.</p> <p>To research, discuss and debate topical issues, problems and events.</p> <p>Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>To resolve differences by looking at alternatives, making decisions and explaining choices.</p> <p>That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</p> <p>To explore how the media present information.</p> <p>To think about the lives of people living in other places and times, and people with different values and customs.</p> <p>The differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.</p> <p>Where individuals, families and groups can get help and support.</p> <p>Ideas –</p> <ul style="list-style-type: none"> • Watch and discuss the Iceland campaign that was removed from tv. Use this to 	<p>Why and how rules are made and enforced, why different rules are needed in different situations and how to take part in changing rules.</p> <p>-To resolve differences by looking at alternatives, making decisions and explaining choices.</p> <p>-To explore how the media present information.</p> <p>-To recognise and challenge stereotypes.</p> <p>-The differences and similarities between people arise from several factors, including cultural, ethnic, racial and religious diversity, gender and disability.</p> <p>-Consider social and moral dilemmas that they come across in life.</p> <p>-Encourage respect and understanding between different races and dealing with harassment.</p> <p>-That other families in school and in the wider world may look different from their family.</p> <p>-The importance of respecting others, even when they are very different from them.</p> <p>-How to improve respectful relationships.</p>
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	<p>invaded were feeling at the time?</p>	<p>start a debate on the use of palm oil and the effect it is having on the animals in the Rainforest.</p> <ul style="list-style-type: none"> • Research deforestation and why people are cutting down sections of the Rainforest for money. • Look into the protest and election issues that have been in the media recently. How has this effected the lives of the Peruvian people? 	<p>-That in school and in the wider society, they can expect to be treated with respect.</p> <p>-What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>-That the internet can also be a negative place.</p>
Y5	<p>Local history, Changes over time, land use over time. (Transport links, railways, mining etc)</p> <p>World War 2 A study of an aspect or theme – changes throughout wartime (The roles of women)</p> <p>Curriculum Links –</p> <p>To research, discuss and debate topical issues, problems and events. Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. To realise the consequences of anti-social and aggressive behaviours, such</p>	<p>The Americas</p> <p>Curriculum Links –</p> <p>To talk and write about their opinions, and explain their views, on issues that affect themselves and society. To research, discuss and debate topical issues, problems and events. To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities. To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people’s experiences. To recognise the role of voluntary, community and pressure groups. To talk about the lives of people living in other places and times, and people with different values and customs.</p>	<p>Healthy Relationships What makes a positive relationship?</p> <p>Curriculum Links -</p> <p>-To realise the consequences of anti-social and aggressive behaviour. -Judging what type of physical contact is acceptable and unacceptable. -Build basic techniques for resisting pressure to do wrong. -Develop basic emergency first aid procedures and where to get help. -That their actions affect themselves and others, to care about other people’s feelings and to try to see things from their point of view. -To be aware of different types of relationships, including marriage and those between friends and families,</p>

	<p>as bullying and racism, on individuals and communities.</p> <p>To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences.</p> <p>To resolve differences by looking at alternatives, making decisions and explaining choices.</p> <p>What democracy is, and about the basic institutions that support it locally and nationally.</p> <p>To recognise the role of voluntary, community and pressure groups.</p> <p>To explore how the media presents information.</p> <p>Ideas –</p> <ul style="list-style-type: none"> • Discuss the lives of the British people during WW2. • How were the Jewish people treated during the Holocaust? What is in place to make sure this does not happen again? • What happened to people lived after WW2 ended? Why did things not go straight back to normal? 	<p>Ideas –</p> <ul style="list-style-type: none"> • Research Mayan civilisation and their ways of life. Compare similarities and differences between life then and modern ways of life now. • Discuss some of the most recent political debates in America. Compare some of their rules and ways of life compared to ours in the UK. • Discuss deforestation of the Rainforest and the effect it is having on people and the animals of the world. • Research the British tourism industry and how that was affected by the Covid pandemic. 	<p>and to develop the skills to be effective in relationships.</p> <ul style="list-style-type: none"> -Make real choices and decisions. -Develop relationships through work and play. -That families are important for children growing up. -The characteristics of healthy family life. -That other families can look different from their own. -That marriage is a form of commitment. -How to recognise when family relationships are making them feel unhappy or unsafe. -That healthy friendships are positive. -To recognise who to trust and who not to trust in a friendship. -The importance of respecting others, even when they are different from them. -Practical steps to make respectful relationships. -The importance of self-respect and how this links to their own happiness. -The importance of permission seeking and giving in relationships. -That each person's body belongs to them, and the differences between
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			<p>appropriate and inappropriate physical contact.</p> <ul style="list-style-type: none"> -That mental well-being is part of daily life. -Isolation and loneliness can effect children and that it is very important for children to discuss their feelings. -How to make an emergency call to emergency services. -Concepts of basic first-aid.
Y6	<p>Achievements of early Civilisations Ancient Egypt Medicine through time.</p> <p>Curriculum Links –</p> <p>What democracy is, and about the basic institutions that support it locally and nationally. That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment. What makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices.</p>	<p>The Voyage of Discovery</p> <p>Curriculum Links –</p> <p>To talk and write about their opinions, and explain their views, on issues that affect themselves and society. To research, discuss and debate topical issues, problems and events. Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. That there are different kinds of responsibilities, right and duties at home, at school and in the community, and that these can sometimes conflict with each other. To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people’s experiences.</p>	<p>My Body, My Choice</p> <p>What physical and emotional changes am I going to experience?</p> <p>Curriculum Links -</p> <ul style="list-style-type: none"> -To recognise as they approach puberty how people’s emotions change at that time and how to deal with their feelings. -Which commonly available substances and drugs are legal and illegal, there effects and risks including smoking, alcohol use and drug taking. -Prepare for change. -The importance of self-respect and how it links to their own happiness. -The importance of permission seeking and giving in relationships.

	<p>That bacteria and viruses can affect health and that following simple, safe routines can reduce their spread.</p> <p>Ideas –</p> <ul style="list-style-type: none"> • What was it like to live during the time of the Egyptians? How has it changed? • Look into the rules and routines of the Egyptian people. • Discuss if the Egyptians made the right choices. • How do we prevent the spreading of disease now? 	<p>What democracy is, and about the basic institutions that support it locally and nationally. The resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</p> <p>To explore how the media presents information. To think about the lives of people living in other places and times, and people with different values and customs.</p> <p>To realise that nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.</p> <p>Ideas –</p> <ul style="list-style-type: none"> • Research the economic background of some of the countries visited on Darwin’s journey. Compare and contrast them. • Research the different cultures and ways of life in some of these countries. • Debate any current political/environmental issues that have come to light for any of the counties visited. 	<ul style="list-style-type: none"> -What sort of boundaries are appropriate in friendships with peers and others. -That each persons’ body belongs to them and the differences between appropriate and inappropriate contact. -Where to get advice. -That there is a normal range of emotions. -How to judge whether what they are feeling and how they are behaving is appropriate. -Simple self-care techniques. -An awareness of mental ill-health. -The internet can be a negative place. -The importance of personal hygiene. -Key facts about puberty and the changing adolescent body, including physical and emotional changes. -Menstrual well-being and the key facts about the menstrual cycle.
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