



## Core theme 1: Health and Wellbeing



### Key Stage 1

Opportunity to learn:	Evidence:
<p>healthy lifestyle the benefits of physical activity rest healthy eating dental health</p>	<p>All Year groups - PE Curriculum <b>ongoing</b> EYFS – Physical Development (Moving and Handling, Health and Self Care) <b>ongoing</b> Rec – How we have grown <b>Summer</b> Y2 - Animals, including Humans (Science) <b>Autumn 1</b> Y1 - Animals, including Humans (Science) <b>Autumn 1</b> Y2 – How to Brush Your Teeth (Instructions – Literacy) <b>Autumn 2</b> ECO Club: Healthy Living <b>ongoing</b></p>
<p>to recognise what they like and dislike how to make real, informed choices to recognise that choices can have good and not so good consequences</p>	<p>Behaviour Policy EYFS – Personal and Social Development <b>ongoing</b> Rec – Beginnings (RE) <b>Autumn</b> Y1 – Reconciliation (RE) <b>Spring 2</b> Y2 – Reconciliation (RE) <b>Summer 1</b> KS1 Story Planning strategy – Conscience Alley Drama</p>
<p>to think about themselves to learn from their experiences to recognise and celebrate their strengths set simple but challenging goals</p>	<p>Behaviour Policy School Ethos Forest Schools <b>ongoing</b> Whole School Good Work Assembly <b>every fortnight</b> News Time/Show and Tell <b>ongoing</b> EYFS – Personal and Social Development <b>ongoing</b> Rec – How we have grown <b>Summer</b> Target Walls and Challenge Areas in Y1 and 2 classrooms <b>ongoing</b></p>

<p>about good and not so good feelings  a vocabulary to describe their feelings to others  simple strategies for managing feelings</p>	<p>RE collective Worship – <b>Tuesday mornings</b> (child led)  Y1&amp;2 - Character exploration in Literacy lessons  Circle time <b>ongoing</b></p>
<p>about change and loss and the associated feelings  (including moving home, losing toys, pets or friends)</p>	<p>Rec – Ourselves (Topic) <b>Autumn 1</b>  Y1 – Lent and Pentecost (RE) <b>Spring 2/Summer 1</b>  Y2 - Lent and Pentecost (RE) <b>Spring 2/Summer 1</b>  Y1 – Explorers <b>Summer 2</b></p>
<p>the importance of and how to maintain personal hygiene</p>	<p>EYFS – Health and Self Care <b>ongoing</b>  Y1 - Animals, including Humans (Science) <b>Autumn 1</b>  Y2 - Animals, including Humans (Science) <b>Autumn 1</b></p>
<p>how some diseases are spread and can be controlled  the responsibilities they have for their own health and that of others</p>	<p>Parent Visitor (Nurse) – Handwashing <b>Spring 1</b>  Y1&amp;2 – Flu Jab preparation video <b>Autumn 2</b>  Y2 – Great Fire of London <b>Spring 2</b></p>
<p>about the process of growing from young to old  how people’s needs change</p>	<p>Rec – How we have grown <b>Summer</b>  Y1 - Change (RE) <b>Summer 1</b>  Y1 - Animals, including Humans (Science) <b>Autumn 1</b>  Y2 - Animals, including Humans (Science) <b>Autumn 1</b></p>
<p>about growing and changing  new opportunities and responsibilities that increasing independence  may bring</p>	<p>Rec – How we have grown <b>Summer</b>  Y1 - Change (RE) <b>Summer 1</b>  Y2 – Rules (RE) <b>Summer 2</b></p>
<p>the names for the main parts of the body  (including external genitalia)  the similarities and differences between boys and girls</p>	<p>Y1 - Animals, including Humans (Science) <b>Autumn 1</b>  Y2 - Animals, including Humans (Science) <b>Autumn 11</b>  Y1&amp;2 - A Journey of Love <b>Summer 2</b></p>
<p>that household products, including <b>medicines</b>, can be harmful if not  used properly</p>	<p>Y2 Fire Safety Talks</p>

<p>rules for and ways of keeping physically and emotionally safe including safety online the responsible use of ICT, the difference between secrets and surprises <b>understanding not to keep adults' secrets</b> road safety, cycle safety and safety in the environment</p>	<p>Whole school E-safety (ICT) <b>Autumn 1</b>  Whole school Road Safety Talks <b>Autumn 2</b>  Forest Schools <b>ongoing</b>  Y2 Scooter Training <b>Summer Term</b></p>
<p>about people who look after them their family networks who to go to if they are worried and how to attract their attention ways that pupils can help these people to look after them</p>	<p>Nurs – Myself (RE) <b>Autumn</b>  Rec – Beginnings (RE) <b>Autumn</b>  EYFS – Understanding the World <b>ongoing</b>  Y1 – Families (RE) <b>Autumn 1</b>  Y2 – Superheroes <b>Spring 2</b>  Y2 – Fire Safety Talks</p>
<p>to recognise that they share a responsibility for keeping themselves and others safe when to say, ‘yes’, ‘no’, ‘I’ll ask’ and ‘I’ll tell’</p>	<p>Whole school E-safety (ICT) <b>Autumn 1</b>  Rec – School Community <b>Autumn 1</b>  Rec – Our Buddies <b>Autumn 1</b>  Y2 – Fire Safety Talks</p>

### Key Stage 2

<b>Opportunity to learn:</b>	<b>Evidence:</b>
<p>what positively and negatively affects their physical, mental and emotional health (including the media)</p>	<p>Pastoral Care offered via School Chaplain <b>ongoing</b>  Circle Time <b>ongoing</b>  Collective Worship (Pupil Led) <b>Thursday Mornings</b>  KS2 ESafety Curriculum <b>Autumn 1</b>  Y3- Animals, including Humans (Science) <b>Autumn 1</b>  Y4- Animals, including Humans (Science) <b>Autumn 1</b>  Y5 - Animals, including Humans (Science) <b>Spring 2</b>  Y6 – Healthy Eating (Science) <b>Autumn 1</b></p>

<p>how to make informed choices including recognising that choices can have positive, neutral and negative consequences to begin to understand the concept of a ‘balanced lifestyle’</p>	<p>Promotion of Change4Life <b>ongoing</b> Y5 Hoops4Health <b>Spring 1</b> Y3 – Choices (RE) <b>Summer 1</b> Y4 – Self-Discipline (RE) <b>Spring 2</b> Y5 – Freedom and Responsibility (RE) <b>Spring 2</b></p>
<p>to recognise opportunities to make their own choices about food what might influence their choices the benefits of eating a balanced diet</p>	<p>Promotion of Change4Life <b>ongoing</b> Y3- Animals, including Humans (Science) <b>Autumn 1</b> Y4- Animals, including Humans (Science) <b>Autumn 1</b> Y5 - Animals, including Humans (Science) <b>Spring 2</b> Y5 Hoops4Health <b>Spring 1</b> Y6 – Healthy Eating (Science) <b>Autumn 1</b></p>
<p>to recognise how images in the media do not always reflect reality and can affect how people feel about themselves</p>	<p>Y4 - Newspaper Reports (Literacy) <b>Spring</b> Anti-Bullying Week KS2 E-Safety <b>Autumn 1</b></p>
<p>to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</p>	<p>Whole School Good Work Assembly <b>every other week</b> Self and Peer Assessment <b>ongoing</b> UKS2 –Reviews in Maths and Literacy after assessments <b>ongoing</b> Parents Evenings – <b>October and March</b> End of year reports - <b>July</b></p>
<p>to deepen their understanding of good and not so good feelings to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p>	<p>Character Exploration in Literacy Lessons <b>ongoing</b> Circle Time <b>ongoing</b> Collective Worship (Pupil Led) <b>Thursday Mornings</b> KS2 RE Curriculum <b>ongoing</b></p>
<p>to recognise that they may experience conflicting emotions when they might need to listen to their emotions or overcome them</p>	<p>Collective Worship (Pupil Led) <b>Thursday Mornings</b> KS2 Assemblies <b>Tuesday Mornings</b> Y3 – Choices (RE) <b>Summer 1</b></p>

	<p>Y4 – Self-Discipline (RE) <b>Spring 2</b></p> <p>Y5 – Freedom and Responsibility (RE) <b>Spring 2</b></p>
<p>about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement</p>	<p>Transition work between Y2 and Y3 <b>Summer 2 and Autumn 1</b></p> <p>School Links to external services</p> <p>Y3 – Giving All (RE) <b>Spring 2</b></p> <p>Y4 – New Life (RE) <b>Spring 2</b></p> <p>Y5 – Sacrifice (RE) <b>Spring 2</b></p> <p>Y5 – Different Types of Families <b>Autumn/Spring</b></p> <p>Y6 – Death and New Life (RE) <b>Spring 2</b></p>
<p>to differentiate between the terms, ‘risk’, ‘danger’ and ‘hazard’</p>	<p>Y4 – Electricity (Science) <b>Autumn 2</b></p> <p>Y5 - Safety Works Visit <b>Spring</b></p> <p>Y5 – Holy Island Residential <b>Autumn 1</b></p> <p>Y6 – High Borrans Residential <b>Autumn 2</b></p>
<p>to deepen their understanding of risk by recognising, predicting and assessing risks in different situations deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience</p>	<p>Whole School Road Safety Assembly <b>Autumn 2</b></p> <p>KS2 – Working Scientifically (Science) <b>ongoing</b></p> <p>Y5 - Safety Works <b>Spring</b></p> <p>Y6 – Light (Science) <b>Spring 1</b></p>
<p>to recognise their increasing independence brings increased responsibility to keep themselves and others safe</p>	<p>Young Sports Leaders <b>ongoing</b></p> <p>School Council <b>ongoing</b></p> <p>Y5 – Holy Island Residential <b>Autumn 1</b></p> <p>Y6 – High Borrans Residential <b>Autumn 2</b></p> <p>Y6 – Buddy System <b>ongoing</b></p>
<p>that bacteria and viruses can affect health and that following simple routines can reduce their spread</p>	<p>Handwashing with parent visitor (nurse)</p> <p>Lunchtime supervisors <b>ongoing</b></p>
<p>that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media</p>	<p>KS2 E-Safety (ICT) <b>Autumn 1</b></p>

to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong	KS2 E-Safety (ICT) <b>Autumn 1</b>
school rules about health and safety, basic emergency aid procedures, where and how to get help	Playground Rules RAP! Whole School Assemblies <b>ongoing</b> Y5 - Safety Works <b>Spring</b>
what is meant by the term 'habit' and why habits can be hard to change	Y6 – The Dangers of Smoking (Science) <b>Autumn 1</b>
which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others	Y5 - Hoops 4 Health <b>Spring 1</b> Y6 – The Dangers of Smoking (Science) <b>Autumn 1</b>
how their body will, and emotions may, change as they approach and move through puberty	Y3 - 'A Journey Through Love' (RE) <b>Summer</b> Y4 - 'A Journey Through Love' (RE) <b>Summer</b> Y5 - 'A Journey Through Love' (RE) <b>Summer</b> Y6 – 'A Journey Through Love' (RE) <b>Summer</b>
about human reproduction	Y6 – 'A Journey Through Love' (RE) <b>Summer</b>
about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact their body autonomy and rights; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers.	Y3 - 'A Journey Through Love' (RE) <b>Summer</b> Y4 - 'A Journey Through Love' (RE) <b>Summer</b> Y5 - 'A Journey Through Love' (RE) <b>Summer</b> Y6 – 'A Journey Through Love' (RE) <b>Summer</b>
strategies for keeping physically and emotionally safe including road safety (including cycle safety- the <a href="#">Bikeability programme</a> ), safety in the environment (including rail , water and fire safety), and safety online(including social media, the responsible use of ICT	Winter Safety Talks <b>Autumn</b> Y5&6 - Bikeability <b>Autumn 1</b> Y3, 4, 5& 6 – Esafety (ICT) <b>Autumn 1</b> Y5&6 – Water Safety (Swimming) <b>Spring 2/Summer 1</b>

and mobile phones)	Y5 Safety Works <b>Spring</b>
the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others	Y3, 4, 5& 6 – Esafety (ICT) <b>Autumn 1</b>
about people who are responsible for helping them stay healthy and safe and ways that they can help these people	Winter Safety Talks <b>Autumn</b> Y5&6 - Bikeability <b>Autumn 1</b> Y3, 4, 5& 6 – Esafety (ICT) <b>Autumn 1</b> Y5&6 – Water Safety (Swimming) <b>Spring 2/Summer 1</b> Y5 Safety Works <b>Spring</b>



## Core theme 2: Relationships



### Key Stage 1

Opportunity to learn:	Evidence:
to communicate their feelings to others, to recognise how others show feelings and how to respond	Forest Schools <b>ongoing</b> Y1&2 - Character exploration in Literacy lessons <b>ongoing</b> KS1 Assembly focus <b>Thursday mornings</b> Rec – Ourselves (Topic) <b>Autumn</b>
to recognise how their behaviour affects other people	Behaviour Policy Playground Rules RAP! KS1 Assembly focus – <b>Thursday mornings</b> Rec – Ourselves (Topic) <b>Autumn</b>
the difference between secrets and surprises and the importance of not	‘The Big Bag of Worries’ – Key text for KS1

keeping adults' secrets, only surprises	
to recognise what is fair and unfair, kind and unkind, what is right and wrong	Modelling from staff and discussion <b>ongoing</b> Circle Time <b>ongoing</b> Collective Worship (Pupil Led) <b>Tuesday mornings</b> Y2 – Choices (RE) <b>Spring 1</b>
to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class	Show and Tell <b>ongoing</b> News Time <b>ongoing</b> Forest Schools <b>ongoing</b>
to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)	Forest Schools <b>ongoing</b> School Council <b>ongoing</b> Y1&2 'Explore' Groups (Maths and Literacy) <b>daily</b> KS1 PE Curriculum
to offer constructive support and feedback to others	Self and Peer monitoring in day to day lessons
to identify and respect the differences and similarities between people	Y1 – Islam/Judaism (RE) <b>Autumn 2 Summer 1</b> Y2 – Islam/Judaism (RE) <b>Autumn 2 Summer 1</b> Y2 – 'Giraffes can't dance!' <b>Spring 1</b> KS1 Assemblies <b>Thursday mornings</b>
to identify their special people (family, friends, carers), what makes them special and how special people should care for one another	Rec – Ourselves/Homes (Topic) <b>Autumn</b> Y1 – Community (RE) <b>Spring 1</b> Y2 – Beginnings (RE) <b>Autumn 1</b>
to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)	Nurs – A Journey Through Love (RE) <b>Summer 2</b> Rec – A Journey Through Love (RE) <b>Summer 2</b> Y1– A Journey Through Love (RE) <b>Summer 2</b> Y2 – A Journey Through Love (RE) <b>Summer 2</b>

that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)	Rec – Ourselves (Topic) <b>Autumn</b> 'Big Bag of Worries' KS1 key text
to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say	Anti-Bullying Week
that there are different types of teasing and bullying, that these are wrong and unacceptable	Bullying Policy Behaviour Policy Playground Rules RAP! Anti-Bullying Week
how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help	Bullying Policy Behaviour Policy Playground Rules RAP! Anti-Bullying Week

## Key Stage 2

Opportunity to learn:	Evidence:
to recognise and respond appropriately to a wider range of feelings in others	KS2 character inference (Literacy) <b>ongoing</b> Y6 – Skelling (Literacy) <b>Spring 2</b> Y5 – The BFG, How to Train your Dragon (Literacy) <b>Autumn/Spring</b>
to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships	Circle Time <b>ongoing</b> Whole School Assemblies <b>Monday Mornings</b> KS2 Assemblies on <b>Tuesday Mornings</b> Collective Worship (Pupil Led) <b>Thursday Mornings</b> Support offered via School Chaplain <b>ongoing</b>
to recognise ways in which a relationship can be unhealthy and who to talk to if they need support.	Whole School Assemblies <b>Monday Mornings</b> KS2 Assemblies on <b>Tuesday Mornings</b> Support offered via School Chaplain <b>ongoing</b>
to be aware of different types of relationship, including those between acquaintances, friends, relatives and families,	Y3 – Homes (RE) <b>Autumn 1</b> Y4 - People(RE) <b>Autumn 1</b> Y5 - Ourselves(RE) <b>Autumn 1</b> Y5 – Different Types of Families <b>Autumn &amp; Spring</b> Y6 – Unconditional love (RE) <b>Autumn 1</b>
that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment	Y4 – Called (RE) <b>Autumn 2</b> Y5 –Life Choices (RE) <b>Autumn 1</b> Y5 – Different Types of Families <b>Autumn &amp; Spring</b>

to be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so	Y4 – Called (RE) <b>Autumn 2</b> Y5 –Life Choices (RE) <b>Autumn 1</b>
that their actions affect themselves and others	Circle Time <b>ongoing</b> Whole School Assemblies <b>Monday Mornings</b> KS2 Assemblies on <b>Tuesday Morning</b> Collective Worship (Pupil Led) <b>ongoing</b> Support offered via School Chaplain <b>ongoing</b>
to judge what kind of physical contact is acceptable or unacceptable and how to respond	Y3 – A Journey Through Love (RE) <b>Summer 2</b> Y4 – A Journey Through Love (RE) <b>Summer 2</b> Y5– A Journey Through Love (RE) <b>Summer 2</b> Y6 – A Journey Through Love (RE) <b>Summer 2</b>
the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'	
to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view	School Ethos/Mission Statement School Council
to work collaboratively towards shared goals	Everyday group work PE Curriculum Y6 – High Borrans Residential <b>Autumn 2</b> Y6 – CAFOD Lunch Y5 – Holy Island Residential <b>Autumn 1</b>
to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as	Behaviour Policy School Chaplain Staff Modelling

themselves	Y5 Drama Lessons <b>ongoing</b>
that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)	Whole School Assemblies <b>Monday Mornings</b> KS2 Other Religions (RE) <b>Autumn/Spring</b> Y5 – Different Types of Families <b>Autumn/Spring</b> Y6 – Mayans <b>Spring 1</b> Y6 – Holocaust <b>Summer</b>
to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours(including cyber bullying, use of prejudice-based language, how to respond and ask for help)	Anti Bullying Week KS2 ESafety (ICT) <b>Autumn</b> Y6 – Holocaust <b>Summer</b>
to recognise and manage 'dares'	
to recognise and challenge stereotypes	KS2 Characterisation (Literacy) Ongoing Y5 – Different Families Y5 – BFG (Literacy) <b>Autumn</b> Y6 – Skellig (Literacy) <b>Spring</b> Drama Club



### Core theme 3: Living in the Wider World



## Key Stage 1

<b>Opportunity to learn:</b>	<b>Evidence:</b>
how to contribute to the life of the classroom	KS1 Classroom monitors
to help construct, and agree to follow, group and class rules and to understand how these rules help them	Forest Schools <b>ongoing</b> Y1&2 School Council Representatives Playground Rules RAP! Y1 – Being Sorry (RE) <b>Summer 2</b> Y2 – Rules (RE) <b>Summer 2</b>
that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)	Forest Schools <b>ongoing</b> Y1 - Animals, including Humans (Science) <b>Autumn 1</b> Y2 - Animals, including Humans (Science) <b>Autumn 1</b> Y2 – Opportunities (RE) <b>Spring 2</b> Home/School diaries and reading scheme
that they belong to various groups and communities such as family and school	Whole School House Groups School Council Links with St Columba’s Parish <b>ongoing</b> Links with Eothean Homes <b>ongoing</b> Y1 – Communities (RE) <b>Autumn 1</b> Y2 – Baptism (RE) <b>Autumn 1</b>
what improves and harms their local, natural and built environments and about some of the ways people look after them	Forest Schools <b>ongoing</b> Eco Club <b>ongoing</b> Whole School Erasmus Project <b>ongoing</b> Y2 – Heritage Project (History) <b>Spring 2</b>
that money comes from different sources and can be used for different purposes, including the concepts of spending and saving	My Money Week Y2 – Money (Maths) <b>Spring</b>

about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices	My Money Week
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## Key Stage 2

<b>Opportunity to learn:</b>	<b>Evidence:</b>
to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people	Pupil Led Creative Curriculum choices School Council Representatives Erasmus Project <b>ongoing</b> Y6 – Climate Change <b>Autumn</b>
why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in	Whole School Assemblies <b>Monday Mornings</b> Playground Rules RAP!

different situations and how to take part in making and changing rules	School Council <b>ongoing</b>
to understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child	School Council <b>ongoing</b> British Values Curriculum <b>ongoing</b> Y3 – Special Places (RE) <b>Summer 2</b> Y4 – God’s People (RE) <b>Summer 2</b> Y5 – Stewardship (RE) <b>Summer 2</b> Y6 – Common Good (RE) <b>Summer 2</b>
that these universal rights are there to protect everyone and have primacy both over national law and family and community practices	School Council <b>ongoing</b> British Values Curriculum <b>ongoing</b> Y3 – Special Places (RE) <b>Summer 2</b> Y4 – God’s People (RE) <b>Summer 2</b> Y5 – Stewardship (RE) <b>Summer 2</b> Y6 – Common Good (RE) <b>Summer 2</b>
to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation	
to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities	Anti-Bullying Week Bullying Policy Behaviour policy Whole School Sanction System
that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment	Eco Club <b>ongoing</b> Y6 Buddy System <b>ongoing</b> Y5&6 Lunchtime duties <b>ongoing</b> Y3 – Special Places (RE) <b>Summer 2</b> Y4 – God’s People (RE) <b>Summer 2</b> Y5 – Stewardship (RE) <b>Summer 2</b> Y6 – Common Good (RE) <b>Summer 2</b>

<p>to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p>	<p>Whole School Assemblies <b>Monday Mornings</b>            KS2 Other Religions (RE)            Y3 – Special Places (RE) <b>Summer 2</b>            Y4 – God’s People (RE) <b>Summer 2</b>            Y5 – Stewardship (RE) <b>Summer 2</b>            Y5 - Different kinds of families            Y6 – Common Good (RE) <b>Summer 2</b></p>
<p>what being part of a community means, and about the varied institutions that support communities locally and nationally</p>	<p>Strong links with St Columba’s Parish Community            Art in Partnership            Y4 – Community (RE) <b>Spring 2</b>            Y5 – Mission (RE) <b>Spring 1</b></p>
<p>to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p>	<p>Mini Vinnies <b>ongoing</b>            Choir <b>ongoing</b>            School Council <b>ongoing</b>            Links with Eothean Homes <b>ongoing</b></p>
<p>to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p>	<p>Y3 - Newcastle (History) <b>Summer 1</b>            Y3 – Visit to a Mosque            KS2 – Other Religions (RE)</p>
<p>to think about the lives of people living in other places, and people with different values and customs</p>	<p>Y3 – Ancient Greeks (Creative Curriculum) <b>Spring</b>            Y4 – Romans and Ancient Egyptians (Creative Curriculum) <b>Autumn</b>            Y4 – Fairtrade (Creative Curriculum) <b>Spring</b>            Y5 – Rainforests (Creative Curriculum) <b>Summer</b>            Y6 – Cafod <b>Autumn 1</b></p>
<p>about the role money plays in their own and others’ lives, including how to manage their money and about being a critical consumer</p>	<p>My Money Week            KS2 Curriculum (Maths)            Y6 ‘Make £5 Grow’ initiative <b>Summer</b></p>
<p>to develop an initial understanding of the concepts of ‘interest’, ‘loan’, ‘debt’, and ‘tax’ (e.g. their contribution to society through the</p>	<p>My Money Week            Y4 – Fairtrade (Creative Curriculum) <b>Spring</b></p>

payment of VAT)	Y5 – Rainforest Alliance (Creative Curriculum) <b>Summer</b>
that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment	School Council <b>ongoing</b> Y4 – Fairtrade (Creative Curriculum) <b>Spring</b> Y5 – Rainforest Alliance (Creative Curriculum) <b>Summer</b> Y6 – CAFOD <b>Autumn 1</b>
about enterprise and the skills that make someone ‘enterprising’	Y4 & 5 – Enterprise Challenge Morning <b>Autumn</b> Y6 ‘Make £5 Grow’ <b>Summer</b>
to explore and critique how the media present information	KS2 Literacy Curriculum – persuasion and adverts Y3 – Newcastle (Creative Curriculum) <b>Summer</b> Y4 – Newspaper Reports (Literacy) <b>Spring</b>