



NUTFIELD CHURCH CE PRIMARY SCHOOL  
WELLBEING CURRICULUM OVERVIEW 2021/2022

Year 1						
<b>Christian Value of the term:</b>	<b>COMMUNITY</b>	<b>PEACE</b>	<b>WISDOM</b>	<b>HOPE</b>	<b>DIGNITY</b>	<b>JOY</b>
<b>Bolt-on:</b>	Ourselves / Others / Our World	Ourselves / Others / Our World	Ourselves / Others / Our World	Ourselves / Others / Our World	Ourselves / Others / Our World	Ourselves / Others / Our World
<b>British Values covered each term:</b>	Democracy / Rule of Law / Individual Liberty / Mutual Respect		Mutual Respect / Tolerance of different faiths and beliefs / Individual Liberty		Mutual Respect / Tolerance of different faiths and beliefs / Rule of Law	
<b>Events:</b>	The Big Vote!		Working Week		Feeling Good Week / The Joy Project <i>(skipping workshop, yoga workshop, cycle proficiency, balloon lift, friendship bracelets)</i>	
<b>Anti-Bullying Focus:</b>	Valuing self and others  Peer Mediators	Positive Relationships  Peace Makers' Charter Anti-Bullying Week	Keeping ourselves Safe  Talk Time Boxes	What is a good friend?  Friendship Bench/Online Safety/Cyber Bullying	Dignity for self-others and the world  <b>Celebrating differences</b>	Valuing self and others  Random Acts of Kindness



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<b>Love Projects:</b>	<b>Winter Night Shelter/ Stripy Stork</b>		<b>Tin-a-Week/ Lent Appeal</b>		<b>Class Love Project/ Surfers Against Sewage</b>	
<b>Health and Wellbeing</b>	<p><b>Healthy Lifestyles</b></p> <p><b>Healthy Eating</b> -To learn about where vegetables and fruit grow. -To learn to make simple choices that improve health and wellbeing such as healthy eating.</p> <p><b>Physical Activity</b> -To understand the importance of physical activity to keep healthy. -To recognise the benefits of regular exercise and understand the particular benefits of different physical activities for promoting health.</p>	<p><b>Hygiene</b></p> <p><b>Dental Hygiene</b> -To learn about the importance of effective teeth cleaning and good dental hygiene.</p> <p><b>Washing Hands</b> -To learn about the importance of and reasons for bathing and showering.</p> <p><b>Keeping Clean</b> -To manage basic personal hygiene.</p>	<p><b>Emotions</b></p> <p><b>Happiness</b> -To learn about making positive choices and how they can lead to happiness. -To recognise, name and manage their feelings in a positive way.</p> <p><b>Anger</b> -To recognise how their behaviour and that of others may influence people both positively and negatively.</p> <p><b>Love</b> -To learn about the importance of love. -To recognise, name and deal with their</p>	<p><b>Keeping Safe</b></p> <p><b>Sun Safety</b> -To understand the importance of sun safety -To know how to keep safe in the sun. -To recognise and manage risk in everyday activities.</p> <p><b>Road Safety</b> -To learn rules for, and ways of keeping safe, including basic road safety and about people who can help keep them safe. -To develop an awareness of the Green Cross Code. -To demonstrate basic road safety skills.</p>	<p><b>Growing and Changing</b></p> <p><b>Responsibility</b> -To learn to take responsibility for their own actions. To recognise how their behaviour and that of others may influence people both positively and negatively. -To listen to, reflect on and respect other people's views and feelings.</p> <p><b>Emotions</b> -To learn about a range of different feelings and emotions. -To recognise, name and manage</p>	<p><b>RSE</b></p> <p>-To learn about the importance of how to maintain personal hygiene. -To learn about the process of growing from young to old and how people's needs change -To learn the names of the body (including external genitalia) the similarities and differences between boys and girls. -To learn 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</p>



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			feelings in a positive way.	<b>Internet Safety</b> -To learn about the importance of using the internet. -To know how to keep safe and how and where to help -To use strategies to stay safe when using ICT and the internet. -To know the importance of self-respect and how this links to their own happiness.	their feelings in a positive way.	people to look after them.
<b>Relationships</b>	<b>Communication</b>  <b>Feelings</b> -To recognise and communicate feelings to others.  <b>Responses</b> -To recognise and communicate feelings to others -To listen to, reflect on and respect other people's views and feeling	<b>Communication</b>  <b>Opinions</b> -To understand that it is important to share their opinions and to be able to explain their views. -To learn to listen to other people and play and work co-operatively.	<b>Bullying</b>  <b>Definition</b> -To learn about bullies and bullying behaviour. -To understand the difference between impulsive and considered behaviour.	<b>Bullying</b>  <b>Unkindness</b> -To understand that name-calling is hurtful and avoidable. -To recognise how their behaviour affects other people.	<b>Fairness</b>  <b>Fair and unfair</b> -To recognise what is fair and unfair -To learn to take part in discussions with the whole class  <b>Comparisons</b> - To learn about others. - To reflect on the similarities and	<b>Family and Friends</b>  <b>Friendship</b> -To learn how to develop positive relationships with peers. -To identify different relationships that they have and why these are important. -To understand the importance of making friends. -To identify and respect the



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	<p><b>Opinions</b></p> <ul style="list-style-type: none"> <li>-To understand that it is important to share their opinions and to be able to explain their views.</li> <li>-To learn to listen to other people and play and work co-operatively.</li> </ul>				<p>differences between people.</p> <ul style="list-style-type: none"> <li>-To recognise and respect similarities and differences between people.</li> </ul> <p><b>Right and Wrong</b></p> <ul style="list-style-type: none"> <li>- To understand the difference between right and wrong.</li> <li>-To recognise right and wrong, what is fair and unfair and explain why.</li> </ul>	<p>differences and similarities between people.</p> <ul style="list-style-type: none"> <li>-To develop positive relationships through work and play.</li> <li>-To learn about some similarities and differences between people from different countries and the importance of cross-cultural friendships.</li> </ul>
<p><b>Living in the Wider World</b></p>	<p style="text-align: center;"><b>Rules and Responsibilities</b></p> <p><b>Rules and Expectations</b></p> <ul style="list-style-type: none"> <li>-To understand the reason why we have rules.</li> <li>-To learn about rules as expectations.</li> <li>-To understand to agree and follow rules for their group and classroom.</li> <li>-To understand the why we have rules / expectations</li> <li>-To learn about how they can contribute to the life of the class -To suggest rules that would improve things for the common good.</li> </ul> <p><b>Taking Turns</b></p>	<p style="text-align: center;"><b>Money and Finance</b></p> <ul style="list-style-type: none"> <li>- To understand where money comes from.</li> <li>-To recognise notes and coins</li> <li>-To understand the role of money in our society</li> <li>-To identify the different types of work people do and learn about different places of work.</li> <li>-To recognise where money comes from and the choices people make to spend money on things they want and need.</li> </ul>	<p style="text-align: center;"><b>Communities</b></p> <p><b>Our School</b></p> <ul style="list-style-type: none"> <li>-To understand their role in the class community.</li> <li>-To know how to contribute to the life of the classroom.</li> </ul> <p><b>Belonging</b></p> <ul style="list-style-type: none"> <li>- To understand that they belong to various groups and communities.</li> <li>-To work independently and in groups, taking on different roles and collaborating towards common goal.</li> </ul>			



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	-To understand why it is important to be able to take turns. -To agree and follow rules for a collaborative game. -To take turns and share as appropriate.					
<b>Knife/Gun Crime:</b>						
<b>Outside Learning Focus</b>	<b>Chickens:</b> To feed and water the chickens on a daily basis.		<b>Chickens:</b> To feed and water the chickens on a daily basis.		<b>Chickens:</b> To feed and water the chickens on a daily basis.	
<b>PE</b>	Gymnastics  Multiskills / games	Dance  Multiskills / games	Outdoors & Adventurous Activities/Gymnastics  Multiskills / games	OAA/Dance  Multiskills / games	Gymnastics  Multiskills / games	Games - Team games/ Multiskills
<b>P4C:</b>	Why are you saying that? What exactly does this mean? How does this relate to what we have been talking about? What is the nature of ...? What do we already know about this? Can you give me an example? Are you saying ... or ... ? Can you rephrase that, please?					



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	<p>What else could we assume? You seem to be assuming ... ? How did you choose those assumptions? Please explain why/how ... ? How can you verify or disprove that assumption? What would happen if ... ? Do you agree or disagree with ... ? Why is that happening? How do you know this? Show me ... ?</p>
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Year 2						
<b>Christian Value of the term:</b>	<b>COMMUNITY</b>	<b>PEACE</b>	<b>WISDOM</b>	<b>HOPE</b>	<b>DIGNITY</b>	<b>JOY</b>
<b>Bolt-on:</b>	<b>Ourselves / Others / Our World</b>	<b>Ourselves / Others / Our World</b>	<b>Ourselves / Others / Our World</b>	<b>Ourselves / Others / Our World</b>	<b>Ourselves / Others / Our World</b>	<b>Ourselves / Others / Our World</b>
<b>British Values covered each term:</b>	<b>Democracy / Rule of Law / Individual Liberty / Mutual Respect</b>		<b>Mutual Respect / Tolerance of different faiths and beliefs / Individual Liberty</b>		<b>Mutual Respect / Tolerance of different faiths and beliefs / Rule of Law</b>	
<b>Events:</b>	<b>The Big Vote!</b>		<b>Working Week</b>		<b>Feeling Good Week / The Joy Project*</b> <i>(skipping workshop, yoga workshop, cycle proficiency, balloon lift, friendship bracelets)</i>	
<b>Anti-Bullying Focus:</b>	<b>Valuing self and others</b>  <b>Peer Mediators</b>	<b>Positive Relationships</b>  <b>Peace Makers' Charter</b> <b>Anti-Bullying Week</b>	<b>Keeping ourselves Safe</b>  <b>Talk Time Boxes</b>	<b>What is a good friend?</b>  <b>Friendship Bench/Online Safety/Cyber Bullying</b>	<b>Dignity for self-others and the world</b>  <b>Celebrating differences</b>	<b>Valuing self and others</b>  <b>Random Acts of Kindness</b>



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Love Projects:	Winter Night Shelter/ <b>Stripy Stork</b>		Tin-a-Week/ Lent Appeal		Class Love Project/ Surfers Against Sewage	
<b>Health and Wellbeing</b>	<p><b>Healthy Lifestyles</b></p> <p><b>Healthy Eating</b>            - To understand the need for protein as part of a balanced diet            -To recognise which types of food are healthy            - To apply their knowledge of healthy eating to plan a menu for a themed party            -To make positive real-life choice</p> <p><b>Physical Activity</b>            - To understand how muscles work.            -To make positive real-life choices            - To understand the importance of physical activity and rest as part of a balanced, healthy lifestyle.</p>	<p><b>Hygiene</b></p> <p><b>Dental Hygiene</b>            -To learn how to take care of teeth, in addition to brushing.            To manage basic personal hygiene.            -To find out which foods are good for us.            -To understand the importance of a healthy lifestyle, including dental hygiene.            -To make simple choices that improve their health and well-being e.g. healthy eating.</p> <p><b>Skin</b>            -To learn about the importance of and reasons for bathing and showering.</p>	<p><b>Emotions</b></p> <p><b>Sadness</b>            -To understand and be aware of the different ways to show sadness.            -To understand about coping with change and loss.</p> <p><b>Consequences</b>            -To understand that all actions have consequences.            -To learn to take responsibility for our actions -To recognise how their behaviour affects other people.            -To recognise how their behaviour and that of others may influence people both positively and negatively.</p>	<p><b>Keeping Safe</b></p> <p><b>Drug Safety</b>            -To learn about the importance of medicine safety.            -To recognise that some substances can help or harm the body.</p> <p><b>Personal Safety</b>            -To learn about the difference between secrets and surprises.            -To understand when not to keep adults' secrets.            -To seek help from an appropriate adult when necessary.</p> <p><b>Emotional Safety</b>            -To learn about who to go to for help and advice.</p>	<p><b>Changing and Growing</b></p> <p><b>Responsibility</b>            -To learn to take responsibility for their own actions.            To recognise how their behaviour and that of others may influence people both positively and negatively.            -To listen to, reflect on and respect other people's views and feelings.</p> <p><b>Emotions</b>            -To learn about a range of different feelings and emotions.            -To recognise, name and manage their feelings in a positive way.</p>	<p><b>RSE</b></p> <p>-To learn about the process of growing from young to old and how people's needs change.            -To know the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls.</p>



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		<p>-To understand the importance of maintaining personal hygiene</p>	<p><b>Aspirations</b></p> <ul style="list-style-type: none"><li>-To understand that all actions have consequences.</li><li>-To learn to take responsibility for our actions.</li><li>-To recognise how their behaviour affects other people.</li><li>-To recognise how their behaviour and that of others may influence people both positively and negatively.</li></ul>	<ul style="list-style-type: none"><li>-To recognise that there are people who care for and look after them.</li><li>-To know how to keep safe and how and where to get help.</li><li>-To recognise and respond to issues of safety relating to themselves and others and how to get help.</li></ul> <p><b>Internet Safety</b></p> <ul style="list-style-type: none"><li>-To learn about the importance of using the internet.</li><li>-To know how to keep safe and how and where to help</li><li>-To use strategies to stay safe when using ICT and the internet.</li><li>-To know the importance of self-respect and how this links to their own happiness.</li></ul>		
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				<b>Staying Safe</b> -To know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.		
<b>Relationships</b>	<b>Communication</b>  <b>Co-operation</b> -To recognise the importance of listening to other people. -To understand the importance of being able to work cooperatively. -To understand the concept of negotiation. To understand the importance of being able to play and work cooperatively. -To work independently and in groups, taking on	<b>Communication</b>  <b>Good Manners</b> -To know the conventions of courtesy and manners.	<b>Bullying</b>  <b>Behaviour</b> -To understand what is and what is not bullying behaviour. -To understand the difference between impulsive and considered behaviour. -To recognise the difference between good and bad choices. -To recognise how their behaviour affects other people. -To recognise how attitude and behaviour, including	<b>Bullying</b>  <b>Behaviour</b> -To understand who can help if someone is affected by bullying. -To recognise that there are people who care for and look after them. -To consider different types of teasing and bullying, understand that bullying is wrong and know how to get help to deal with bullying. -To seek help from an appropriate adult when necessary.	<b>Fairness</b>  <b>Right and Wrong</b> -To understand the difference between right and wrong. -To recognise right and wrong, what is fair and unfair and explain why.  <b>Teasing</b> -To learn strategies to cope with unfair teasing. -To understand that there are different types of teasing and bullying. -To consider different types of	<b>Family and Friends</b>  <b>Friendship</b> -To learn about the importance of sharing as part of friendship and kindness. -To recognise the difference between right and wrong and what is fair and unfair.  <b>Family</b> -To learn about the importance of family. -To recognise that family and friends



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	<p>different roles and collaborating towards common goals.</p> <ul style="list-style-type: none"><li>-To take part in a simple debate about topical issues.</li><li>-To share opinions and explain their views.</li><li>-To reflect on the similarities and differences between people.</li></ul>		<p>bullying, may affect others.</p> <ul style="list-style-type: none"><li>-To recognise how their behaviour and that of others may influence people both positively and negative.</li></ul>		<p>teasing and bullying, understand that bullying is wrong and know how to get help to deal with bullying.</p> <p><b>Kindness</b></p> <ul style="list-style-type: none"><li>-To recognise what is kind and unkind behaviour.</li><li>-To understand that family and friends should care for each other.</li><li>-To recognise how their behaviour and that of others may influence people both positively and negatively.</li></ul>	<p>should care for each other.</p> <ul style="list-style-type: none"><li>-To recognise that there are people who care for and look after them.</li><li>-To identify their special people and what makes them special.</li><li>-To identify different relationships that they have and why these are important.</li></ul>
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<b>Living in the Wider World</b>	<b>Rules and Responsibilities</b>		<b>Money and Finance</b>		<b>Communities</b>	
	<p><b>Lending / Borrowing</b>            -To understand the concept of 'borrowing.'            -To show responsibility to others.</p> <p><b>Sharing</b>            -To understanding the importance of sharing.            -To know that everyone has a responsibility to consider the needs of others.</p> <p><b>Caring</b>            -To understand that people and other living things have needs and that they have responsibilities to meet them.            -To learn about responsibility to others.            - To consider ways of looking after the school or community and how to care for the local environment.</p>		<p>-To understand the role of money in our society.            -To identify the different types of work people do and learn about different places of work.            -To recognise where money comes from and the choices people make to spend money on things they want and need.            -To understand why it is important to keep money safe.</p>		<p><b>Belonging</b>            -To develop a sense of belonging in the wider community.</p> <p><b>Local citizenship</b>            -To understand the role of the local community.            - To consider ways of looking after the school or community and how to care for the local environment.            -To suggest rules that would improve things for the common good.            -To develop a strong relationship with the local community.            -To understand the importance of shared responsibility within all communities.</p>	
<b>Knife/Gun Crime:</b>						
<b>Outdoor learning focus</b>	<b>Trinity Gardens:</b> Tending to the crops, harvesting vegetables, creating winter hanging baskets, crop rotation and planting new seeds.		<b>Trinity Gardens:</b> Weeding and composting, harvesting produce, creating spring hanging baskets.		<b>Trinity Gardens:</b> Weeding and composting, growing and harvesting seasonal vegetables, creating summer hanging baskets, learning about food miles.	



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PE	Gymnastics Multiskills / Games	Dance Multiskills / Games	Gymnastics Multiskills / Games	Dance Multiskills / Games	Outdoors & Adventurous Activities Athletics	Athletics Rounders
<b>P4C:</b>	<p>Why are you saying that?            What exactly does this mean?            How does this relate to what we have been talking about?            What is the nature of ...?            What do we already know about this?            Can you give me an example?            Are you saying ... or ... ?            Can you rephrase that, please?            What else could we assume?            You seem to be assuming ... ?            How did you choose those assumptions?            Please explain why/how ... ?            How can you verify or disprove that assumption?            What would happen if ... ?            Do you agree or disagree with ... ?            Why is that happening?            How do you know this?            Show me ... ?</p>					



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Year 3						
<b>Christian Value of the term:</b>	<b>COMMUNITY</b>	<b>PEACE</b>	<b>WISDOM</b>	<b>HOPE</b>	<b>DIGNITY</b>	<b>JOY</b>
<b>Bolt-on:</b>	<b>Ourselves / Others / Our World</b>	<b>Ourselves / Others / Our World</b>	<b>Ourselves / Others / Our World</b>	<b>Ourselves / Others / Our World</b>	<b>Ourselves / Others / Our World</b>	<b>Ourselves / Others / Our World</b>
<b>British Values covered each term:</b>	<b>Democracy / Rule of Law / Mutual Respect / Individual Liberty</b>		<b>Mutual Respect / Individual Liberty</b>		<b>Tolerance of different Faiths and Beliefs / Mutual Respect / Individual Liberty</b>	
<b>Events:</b>	<b>The Big Vote!</b>		<b>Working Week</b>		<b>Feeling Good Week / The Happiness Project*</b> <i>(skipping workshop, yoga workshop, cycle proficiency, balloon lift, friendship bracelets)</i>	
<b>Anti-Bullying Focus:</b>	<b>Valuing self and others</b>  <b>Peer Mediators</b>	<b>Positive Relationships</b>  <b>Peace Makers' Charter Anti-Bullying Week</b>	<b>Keeping ourselves Safe</b>  <b>Talk Time Boxes</b>	<b>What is a good friend?</b>  <b>Friendship Bench/Online Safety/Cyber Bullying</b>	<b>Dignity for self-others and the world</b>  <b>Celebrating differences</b>	<b>Valuing self and others</b>  <b>Random Acts of Kindness</b>



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Love Projects:	Winter Night Shelter/ <b>Stripy Stork</b>		Tin-a-Week/ Lent Appeal		Class Love Project/ Surfers Against Sewage	
<b>Health and Wellbeing</b>	<p><b>Healthy Lifestyle</b></p> <p><b>A Balanced Approach</b> -To understand the meaning of the word 'healthy'</p> <p><b>Physical Exercise</b> -To know the recommended guidelines for physical activity and understand the reasons for these.</p> <p><b>Nutrition and Food</b></p> <p><b>A Balanced Diet</b> -To know where different foods come from. -To know about and understand the function of different</p>	<p><b>Aspirations</b></p> <p><b>Identified Strengths</b> -To understand that everyone has different strengths and weaknesses. -To know how to set realistic targets. -To self-assess, understanding how this will help their future actions.</p>	<p><b>Emotions</b></p> <p><b>Loss and Separation</b> -To listen to and show consideration for other people's views. -To empathise with another viewpoint. -To listen to, reflect on and respect other people's views and feelings. -To develop strategies for managing and controlling strong feelings and emotions.</p>	<p><b>Safety</b></p> <p><b>E-Safety</b> -To know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p><b>Online-Privacy</b> -To begin to make responsible choices and consider consequences. -To use ICT safely including keeping electronic data secure. -To use ICT safely including using software features and settings. -To know how information and data</p>	<p><b>Physical, Emotional and Mental Wellbeing</b></p> <p>-To know and understand the difference between the terms physical, emotional and mental.</p>	<p><b>RSE</b></p> <p>-To know the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls. -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 they believe to be wrong. -To be aware of different types of relationship,</p>



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	food groups for a balanced diet.			is shared and used online.  <b>First Aid</b>  <b>How to Help</b> -To take responsibility for their own safety and the safety of others and be able to seek help in an emergency.		including those between friends and families, civil partnerships and marriage. -To judge what kind of physical contact is acceptable or unacceptable and how to respond.  <b>Growing and Changing</b>  <b>Visible Changes</b> -To know and understand how to look after our teeth. -To understand what happens when we lose teeth as we grow up and why this happens.
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<b>Relationships</b>	<b>Communication</b>	<b>Collaboration</b>	<b>Bullying</b>	<b>Bullying</b>	<b>Similarities and Differences</b>	<b>Healthy Relationships</b>
	<p><b>Clear Messages</b>            -To recognise that there are many ways to communicate.            -To understand the need to communicate clearly.</p> <p><b>How to Listen</b>            -To understand why it is important to listen to others.</p>	<p><b>Working Together</b>            -To work co-operatively, showing fairness and consideration to others.            -To understand why it is important to work collaboratively.            -To take the lead, prioritise actions and work independently and collaboratively towards goals.</p>	<p><b>Reactions</b>            -To know how to recognise the difference between isolated hostile incidents and bullying.            -To recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying.</p>	<p><b>Self-Worth</b>            -To understand what self-esteem is and why it is important.</p>	<p><b>Connections</b>            -To understand how we are all connected by our similarities.            -To recognise and respect similarities and differences between people.</p> <p><b>Family Links</b>            -To know and understand how the make-up of family units can differ.            -To empathise with another viewpoint.</p>	<p><b>Friendship</b>            -To know and understand the features of a good friend.            -To understand why it is important to be positive in relationships with others.            -To know how to communicate their opinions in a group setting.            -To work co-operatively, showing fairness and consideration to others.</p>



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<b>Living in the Wider World</b>	<b>Rules and Responsibilities</b>		<b>Collaboration</b>		<b>Economic Awareness</b>	
	<b>Rules</b> -To understand why rules are needed in different situations. -To recognise that rules may need to be changed.		<b>Different Communities</b> -To understand why it is important to be part of a community.		<b>Money Choices</b> -To learn about and reflect on their own spending habits / choices. -To understand why financial management and planning is important form a young age.	
<b>Knife/Gun Crime:</b>						
<b>Outdoor learning focus</b>	<b>The wildlife area:</b> Bird watching – keeping a tally of birds seen. Creating bird feeders. Creating hedgehog fact files.		<b>The wildlife area:</b> Take part in the RSPB National Bird Watch. To continue to observe bird activity and keep a log of activity. To research hedgehog habitats and how to encourage them into the school grounds.		<b>The wildlife area:</b> To continue to observe bird activity. To compare the data across the year. To design and make bird baths. To design and build hedgehog homes.	
<b>PE</b>	Swimming Cross County Tag Rugby	Swimming Handball Tag Rugby	Swimming Quicksticks Dodgeball	Swimming Netball Basketball	Swimming Tennis Cricket Rounders	Swimming Cricket Rounders Athletics
<b>P4C:</b>	Why are you saying that? What exactly does this mean? How does this relate to what we have been talking about? What is the nature of ...? What do we already know about this? Can you give me an example? Are you saying ... or ... ? Can you rephrase that, please?					



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	<p>What else could we assume? You seem to be assuming ... ? How did you choose those assumptions? Please explain why/how ... ? How can you verify or disprove that assumption? What would happen if ... ? Do you agree or disagree with ... ? Why is that happening? How do you know this? Show me ... ?</p>
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Year 4						
<b>Christian Value of the term:</b>	<b>COMMUNITY</b>	<b>PEACE</b>	<b>WISDOM</b>	<b>HOPE</b>	<b>DIGNITY</b>	<b>JOY</b>
<b>Bolt-on:</b>	<b>Ourselves / Others / Our World</b>	<b>Ourselves / Others / Our World</b>	<b>Ourselves / Others / Our World</b>	<b>Ourselves / Others / Our World</b>	<b>Ourselves / Others / Our World</b>	<b>Ourselves / Others / Our World</b>
<b>British Values covered each term:</b>	<b>Democracy / Rule of Law / Mutual Respect / Individual Liberty</b>		<b>Mutual Respect / Individual Liberty</b>		<b>Tolerance of different Faiths and Beliefs / Mutual Respect / Individual Liberty</b>	
<b>Events:</b>	<b>The Big Vote!</b>		<b>Working Week</b>		<b>Feeling Good Week / The Happiness Project* (outdoor learning)</b> <i>(skipping workshop, yoga workshop, cycle proficiency, balloon lift, friendship bracelets)</i>	
<b>Anti-Bullying Focus:</b>	<b>Valuing self and others</b>  <b>Peer Mediators</b>	<b>Positive Relationships</b>  <b>Peace Makers' Charter</b> <b>Anti-Bullying Week</b>	<b>Keeping ourselves Safe</b>  <b>Talk Time Boxes</b>	<b>What is a good friend?</b>  <b>Friendship Bench/Online Safety/Cyber Bullying</b>	<b>Dignity for self-others and the world</b>  <b>Celebrating differences</b>	<b>Valuing self and others</b>  <b>Random Acts of Kindness</b>



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<b>Love Projects:</b>	<b>Winter Night Shelter/ Stripy Stork</b>		<b>Tin-a-Week/ Lent Appeal</b>		<b>Class Love Project/ Surfers Against Sewage</b>	
<b>Health and Wellbeing</b>	<p><b>Healthy Lifestyle</b></p> <p><b>Lifestyle choices</b>            -To recognise the need to take responsibility for actions            -To explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle.</p> <p><b>Sleep</b>            -To know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p>	<p><b>Aspirations</b></p> <p><b>Setting Goals</b>            -To understand how to break down the steps needed to achieve a goal.            -To identify and talk about their own and others' strengths and weaknesses and how to improve            - To reflect on the range of skills needed in different jobs.</p>	<p><b>Emotions</b></p> <p><b>Family Changes</b>            -To understand that family units can be different and can sometimes change.</p> <p><b>Feelings</b>            -To know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p><b>Self-Respect</b>            -To learn about the importance of self-respect and how this links to their own happiness.</p>	<p><b>Safety</b></p> <p><b>Internet Safety</b>            -To know that for most people the internet is an integral part of life and has many benefits.            -To know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.            -To know why social media, some computer games and online gaming, for example, are age restricted.</p>	<p><b>Physical, Emotional and Mental Wellbeing</b></p> <p>-To become more self-aware.            -To understand why setting goals is important.</p>	<p><b>RSE</b></p> <p>-To know how their body will, and emotions may, change as they approach and move through puberty.            -To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.            -To learn how puberty is linked to reproduction.</p>



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	<p><b>Nutrition and Food</b></p> <p><b>Working with Food</b> -To identify the range of jobs carried out by the people they know. -To reflect on the range of skills needed in different jobs. -To learn to prepare and cook a variety of dishes. -To work co-operatively, showing fairness and consideration to others.</p>			<p>-To know where and how to report concerns and get support with issues online.</p> <p><b>First Aid</b></p> <p><b>Emergency Calls</b> - To know when and how to make an emergency call. -To recognise the importance of local organisations in providing for the needs of the local community. - To behave safely and responsibly in different situations.</p>		
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<b>Relationships</b>	<b>Communication</b>	<b>Collaboration</b>	<b>Bullying</b>	<b>Bullying</b>	<b>Similarities and Differences</b>	<b>Healthy Relationships</b>
<p><b>Responding to Others</b>            -To talk about their views on issues that affect themselves and their class.</p> <p><b>Expressing Opinions</b>            -To know how to communicate their opinions in a group.            -To listen to and show consideration for other people's views.</p>	<p><b>Shared goals</b>            -To know how to identify ways to improve the environment.            -To know how to spot problems and find ways of dealing with them.</p>	<p><b>Persistence and Resilience</b>            -To understand the terms 'resilience' and 'persistence' and why these character traits are important.            -To face new challenges positively and know when to seek help.</p>	<p><b>Negative Persistence</b>            -To know how to recognise bullying behaviour.            -To recognise right and wrong, what is fair and unfair and explain why.            -To understand the nature and consequences of negative behaviours such as bullying, aggressiveness.</p>	<p><b>Religious Views</b>            -To understand and appreciate the range of different cultures and religions represented within school.            -To learn about the need for tolerance for those of different faiths and beliefs.            -To understand the term 'diversity' and appreciate diversity within school.            -To recognise and challenge stereotyping and discrimination.</p>	<p><b>Friendships</b>            -To know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.            -To know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).            -To know and understand the characteristics of friendships, including mutual respect, truthfulness, trustworthiness,</p>	



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						loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. -To understand why it is important to be positive in relationships with others.
<b>Living in the Wider World</b>	<b>Rules and Responsibilities</b>  <b>Thinking Ahead</b> -To understand why it is important to plan ahead and think of potential consequences as a result of their actions.	<b>Rules and Responsibilities</b>  <b>Taking the Lead</b> -To understand why it is important to behave responsibly. -To recognise that actions have consequences.	<b>Collaboration</b>  <b>School Communities</b> -To understand why it is important to be part of a community.	<b>Discrimination</b>  <b>Gender Stereotypes</b> -To know and understand the terms 'discrimination' and 'stereotype.' -To challenge stereotypes relating to gender and work.	<b>Economic Awareness</b>  <b>Managing Money</b> -To learn about and reflect on their own spending habits / choices. -To understand why financial management and planning is important from a young age.	
<b>Knife/Gun Crime:</b>						



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<b>Outdoor learning focus</b>	<b>Bug Hotel:</b> To observe activity in the Bug Hotel using the observation camera. To design new layers which attract frogs, toads hedgehogs and pollinating insects.		<b>Bug Hotel:</b> To continue to observe activity in the Bug Hotel using the observation camera. To build new layers to the Bug Hotel.		<b>Bug Hotel:</b> To continue to observe activity in the Bug Hotel using the observation camera. To paint and decorate the Bug Hotel.	
<b>PE</b>	Cross County Tag Rugby	Handball Tag Rugby	Quicksticks Dodgeball	Netball Basketball	Tennis Cricket Rounders	Cricket Rounders Athletics
<b>P4C:</b>	<p>Why are you saying that?          What exactly does this mean?          How does this relate to what we have been talking about?          What is the nature of ...?          What do we already know about this?          Can you give me an example?          Are you saying ... or ... ?          Can you rephrase that, please?          What else could we assume?          You seem to be assuming ... ?          How did you choose those assumptions?          Please explain why/how ... ?          How can you verify or disprove that assumption?          What would happen if ... ?          Do you agree or disagree with ... ?          Why is that happening?          How do you know this?          Show me ... ?</p>					



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Year 5						
<b>Christian Value of the term:</b>	<b>COMMUNITY</b>	<b>PEACE</b>	<b>WISDOM</b>	<b>HOPE</b>	<b>DIGNITY</b>	<b>JOY</b>
<b>Bolt-on:</b>	<b>Ourselves / Others / Our World</b>	<b>Ourselves / Others / Our World</b>	<b>Ourselves / Others / Our World</b>	<b>Ourselves / Others / Our World</b>	<b>Ourselves / Others / Our World</b>	<b>Ourselves / Others / Our World</b>
<b>British Values covered each term:</b>	<b>Democracy / Rule of Law / Mutual Respect / Individual Liberty</b>		<b>Mutual Respect / Individual Liberty</b>		<b>Tolerance of different Faiths and Beliefs / Mutual Respect / Individual Liberty</b>	
<b>Events:</b>	<b>The Big Vote!</b>		<b>Working Week</b>		<b>Feeling Good Week / The Happiness Project* (outdoor learning)</b> <i>(skipping workshop, yoga workshop, cycle proficiency, balloon lift, friendship bracelets)</i>	
<b>Anti-Bullying Focus:</b>	<b>Valuing self and others</b>  <b>Peer Mediators</b>	<b>Positive Relationships</b>  <b>Peace Makers' Charter</b> <b>Anti-Bullying Week</b>	<b>Keeping ourselves Safe</b>  <b>Talk Time Boxes</b>	<b>What is a good friend?</b>  <b>Friendship Bench/Online Safety/Cyber Bullying</b>	<b>Dignity for self-others and the world</b>  <b>Celebrating differences</b>	<b>Valuing self and others</b>  <b>Random Acts of Kindness</b>



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<b>Love Projects:</b>	<b>Winter Night Shelter/ Stripy Stork</b>		<b>Tin-a-Week/ Lent Appeal</b>		<b>Class Love Project/ Surfers Against Sewage</b>	
<b>Health and Wellbeing</b>	<p><b>Nutrition and Food</b></p> <p><b>Food Choices</b>            -To know about the different food groups and their related importance as part of a balanced diet.            -To develop an awareness of their own dietary needs.            -To work independently and in groups, taking on different roles and collaborating towards common goals            - To take responsibility for their physical activity and nutrition in achieving a physically and mentally healthy lifestyle.</p>	<p><b>Aspirations</b></p> <p><b>Identified Strengths</b>            -To identify and talk about their own and others' strengths and weaknesses and how to improve.            -To self-assess, understanding how this will help their future actions.            -To be able to reflect on past achievements.            - To recognise achievements of others as being worthwhile and important.</p>	<p><b>Emotions</b></p> <p><b>Death and Grief</b>            -To develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures.            -To manage changing emotions and recognise how they can impact on relationships.            -To know about and understand the cyclic nature of life and how death is an inevitable part of this cycle.</p>	<p><b>Safety</b></p> <p><b>Drugs</b>            -To take action based on responsible choices.            -To identify the different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of substances can have on individuals, their families and friends.            -To make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs.</p> <p><b>Alcohol</b>            -To take action based on responsible choices.</p>	<p><b>Health</b></p> <p><b>Physical, Emotional and Mental</b>            -To know about the basic synergy between physical, emotional and mental health.            -To understand the importance of making change in adopting a more healthy lifestyle.</p>	<p><b>RSE</b></p> <p>-To learn how their body will, and emotions may, change as they approach and move through puberty.            -To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.            -To feel confident to raise their own concerns to recognise and care about other people's feelings.</p>



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				<p>-To identify the different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of substances can have on individuals, their families and friends.</p> <p>-To make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs.</p> <p><b>Tobacco</b> To take action based on responsible choices.</p> <p>-To identify the different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of substances can have on individuals, their families and friends.</p>		
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				-To make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs.		
<b>Relationships</b>	<p><b>Communication</b></p> <p><b>Confidentiality</b> -To recognise that there are many different ways to communicate. -To understand the need for confidentiality in certain situations.</p> <p><b>Listening</b> -To know and understand the importance of listening to others. -To understand the role of the listener in any relationship.</p>	<p><b>Collaboration</b></p> <p><b>Teamwork</b> -Understand that there are many situations in which collaboration is necessary. - To understand the need to develop team work skills</p> <p><b>Shared Goals</b> -To recognise that there are many roles within a community. -To understand the need to collaborate in a group situation.</p>	<b>Healthy Relationships</b>			<p><b>Similarities and Differences</b></p> <p><b>Race and Ethnicity</b> -To learn about racial discrimination and its impact on societies, past and present.</p> <p><b>Gender Stereotypes</b> -To learn about gender discrimination and its impact. -To challenge stereotyping and discrimination.</p>
			<p><b>Physical Contact</b> -To know about and understand the importance of touch in a range of contexts. -To know the difference between appropriate and inappropriate touches.</p> <p><b>Support and Care</b> -To know that relationships can change as a result of growing up.</p> <p><b>Mental Wellbeing</b> -To know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p><b>Online Relationships</b></p>			



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			<p>-To know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p> <p>-To know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>-To know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p>			
<b>Living in the Wider World</b>	<p style="text-align: center;"><b>Rules and Responsibilities</b></p> <p><b>Structure</b>          -To understand why structure is needed in different situations.          -To understand the term 'anarchy' and understand the implications of living in an anarchic society.</p> <p><b>Law and Order</b>          -To know and understand the meaning of the following:- democracy, sovereignty, dictatorship, government, monarchy.</p>		<p style="text-align: center;"><b>Economic Awareness</b></p> <p><b>Budgeting</b>          -To learn about budgeting and what it means to budget.          -To understand why financial management and planning is important from a young age.</p>		<p style="text-align: center;"><b>Diversity</b></p> <p><b>Community Event</b>          -To understand the benefits of living in a diverse community and learn to celebrate diversity.          -To talk with a wide range of adults.</p>	
<b>Knife/Gun Crime:</b>	<p style="text-align: center;"><b>Identifying Need</b></p> <p>Identifying issues that are important to children.</p>	<p style="text-align: center;"><b>Attitudes and Values</b></p> <p>Explore attitudes and values surrounding knife crime.</p>	<p style="text-align: center;"><b>Risks and Consequences</b></p> <p>Discussion of the risks and</p>	<p style="text-align: center;"><b>Conflict and Choice</b></p> <p>Explore how conflict can be managed or avoided.</p>	<p style="text-align: center;"><b>Assessing and Avoiding Risk</b></p> <p>Explore risk and how it can be managed.</p>	<p style="text-align: center;"><b>Influences and Choices</b></p>



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	(London Knife Crime Strategy in Schools)	(London Knife Crime Strategy in Schools)	consequences of carrying a knife.  (London Knife Crime Strategy in Schools)	(London Knife Crime Strategy in Schools)	(London Knife Crime Strategy in Schools)	Explore positive and negative influences in the children's lives and the choices they have.  <b>Solutions and Strategies</b>  Explore solutions to violence and conflict at an individual and societal level.  (London Knife Crime Strategy in Schools)
<b>Outdoor learning focus (Partner with Y1)</b>	<b>Chickens:</b> To care for the chickens on a daily basis. To research into egg production and selling eggs to the community. To research into chicken welfare and battery chickens.		<b>Chickens:</b> To care for the chickens on a daily basis. To learn about animal welfare and egg production. To sell / donate eggs to the local community. To purchase battery chickens.		<b>Chickens:</b> To care for the chickens on a daily basis. To continue learn about animal welfare and egg production. To design an egg box for NCPS eggs explaining the production system in which the eggs have been produced. To sell / donate eggs to the local community. To purchase battery chickens.	



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PE	Cross County Tag Rugby	Handball Tag Rugby	Quicksticks Dodgeball	Netball Basketball	Tennis Cricket Rounders	Cricket Rounders Athletics
<b>P4C:</b>	Why are you saying that? What exactly does this mean? How does this relate to what we have been talking about? What is the nature of ...? What do we already know about this? Can you give me an example? Are you saying ... or ... ? Can you rephrase that, please? What else could we assume? You seem to be assuming ... ? How did you choose those assumptions? Please explain why/how ... ? How can you verify or disprove that assumption? What would happen if ... ? Do you agree or disagree with ... ? Why is that happening? How do you know this? Show me ... ?					



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Year 6						
<b>Christian Value of the term:</b>	<b>COMMUNITY</b>	<b>PEACE</b>	<b>WISDOM</b>	<b>HOPE</b>	<b>DIGNITY</b>	<b>JOY</b>
<b>Bolt-on:</b>	<b>Ourselves / Others / Our World</b>	<b>Ourselves / Others / Our World</b>	<b>Ourselves / Others / Our World</b>	<b>Ourselves / Others / Our World</b>	<b>Ourselves / Others / Our World</b>	<b>Ourselves / Others / Our World</b>
<b>British Values covered each term:</b>	<b>Democracy / Rule of Law / Mutual Respect / Individual Liberty</b>		<b>Mutual Respect / Individual Liberty</b>		<b>Tolerance of different Faiths and Beliefs / Mutual Respect / Individual Liberty</b>	
<b>Events:</b>	<b>The Big Vote!</b>		<b>Working Week</b>		<b>Feeling Good Week / The Happiness Project* (outdoor learning)</b> <i>(skipping workshop, yoga workshop, cycle proficiency, balloon lift, friendship bracelets)</i>	
<b>Anti-Bullying Focus:</b>	<b>Valuing self and others</b>  <b>Peer Mediators</b>	<b>Positive Relationships</b>  <b>Peace Makers' Charter</b> <b>Anti-Bullying Week</b>	<b>Keeping ourselves Safe</b>  <b>Talk Time Boxes</b>	<b>What is a good friend?</b>  <b>Friendship Bench/Online Safety/Cyber Bullying</b>	<b>Dignity for self-others and the world</b>  <b>Celebrating differences</b>	<b>Valuing self and others</b>  <b>Random Acts of Kindness</b>



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<b>Love Projects:</b>	<b>Winter Night Shelter/ Stripy Stork</b>		<b>Tin-a-Week/ Lent Appeal</b>		<b>Class Love Project/ Surfers Against Sewage</b>	
<b>Health and Wellbeing</b>	<p style="text-align: center;"><b>Nutrition and Food</b></p> <p><b>Cooking</b>          - To know how to cook and apply the principles of nutrition and healthy eating.          -To prepare and cook with a variety of ingredients, using a range of cooking techniques.</p>	<p style="text-align: center;"><b>Aspirations</b></p> <p><b>Setting Goals</b>          -To begin to set personal goals.          -To identify the skills they need to develop to make their contribution in the working world in the future.          -To make connections between their learning, the world of work and their future economic wellbeing.</p>	<p style="text-align: center;"><b>Emotions</b></p> <p><b>Managing Conflict</b>          -To understand the need for empathy when peers are experiencing conflict at home.</p>	<p style="text-align: center;"><b>Safety</b></p> <p><b>Substance Abuse</b>          -To take action based on responsible choices.          -To identify the different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of substances can have on individuals, their families and friends.          -To make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs.</p>	<p style="text-align: center;"><b>Health</b></p> <p><b>Physical Illness</b>          -To know how to recognise early signs of illness, such as weight loss, or unexplained changes to the body.</p> <p><b>Healthy Minds</b>          -To know how and when to seek support including which adults to speak to in school if they are worried about their health.          -To know that it is common for people to experience mental ill health.</p>	<p style="text-align: center;"><b>RSE</b></p> <p>-To know how the body will, and emotions may, change as they approach and move through puberty.          -To know about human reproduction.          -To be aware of different types of relationship, including those between friends and families, civil partnerships and marriage.          -To recognise what constitutes positive healthy relationships and</p>



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				<p><b>Basic First Aid</b>          -To know concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p> <p><b>Internet Safety</b>          -To know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p>	<p>For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</p> <p><b>Immunisation</b>          -To know the facts and science relating to allergies, immunisation and vaccination.</p>	<p>develop the skills to form them.</p>
<b>Relationships</b>	<p><b>Communication</b></p> <p><b>Responding</b>          -To recognise that there are many ways to communicate.          -To understand the need to both listen and speak when communicating with others.</p>	<p><b>Collaboration</b></p> <p><b>Community Spirit</b>          -To recognise that there are many roles within a community.          -To understand the need to collaborate in a group situation.</p>	<p><b>Healthy Relationships</b></p> <p><b>Marriage</b>          -To know that marriage (and civil partnership) represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p><b>Mental Wellbeing</b></p>	<p><b>Similarities and Differences</b></p> <p><b>Culture</b>          -To learn about the importance of family in different cultures.          - To recognise and respect similarities and differences between people.</p>		



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			<p>-To know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p><b>Online Relationships</b></p> <p>-To know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p> <p>-To know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>-To know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p>	
<p><b>Living in the Wider World</b></p>	<p style="text-align: center;"><b>Rules and Responsibilities</b></p> <p><b>U.N. Rights</b></p> <p>-To learn about organisations such as the United Nations.</p> <p>- To understand the importance and significance of equal rights.</p>		<p style="text-align: center;"><b>Economic Awareness</b></p> <p><b>Consumer Sense</b></p> <p>-To know and understand financial terms such as loan, interest, tax and discount.</p> <p>-To make connections between their learning, the world of work and their future economic wellbeing.</p> <p>-To show initiative and take responsibility for activities that develop enterprise capability.</p>	<p style="text-align: center;"><b>Enterprise</b></p> <p><b>Generating Income</b></p> <p>-To know and understand the principles of enterprise.</p> <p>-To understand profit and loss.</p> <p><b>Raising Money</b></p> <p>-To know and understand the principles of charity work.</p>



**NUTFIELD CHURCH CE PRIMARY SCHOOL**  
**WELLBEING CURRICULUM OVERVIEW 2021/2022**

<p><b>Knife/Gun Crime:</b></p>	<p><b>Identifying Need</b></p> <p>Identifying issues that are important to children.</p> <p>(London Knife Crime Strategy in Schools)</p>	<p><b>Attitudes and Values</b></p> <p>Explore attitudes and values surrounding knife crime.</p> <p>(London Knife Crime Strategy in Schools)</p>	<p><b>Risks and Consequences</b></p> <p>Discussion of the risks and consequences of carrying a knife.</p> <p>(London Knife Crime Strategy in Schools)</p>	<p><b>Conflict and Choice</b></p> <p>Explore how conflict can be managed or avoided.</p> <p>(London Knife Crime Strategy in Schools)</p>	<p><b>Assessing and Avoiding Risk</b></p> <p>Explore risk and how it can be managed.</p> <p>(London Knife Crime Strategy in Schools)</p>	<p><b>Influences and Choices</b></p> <p>Explore positive and negative influences in the children's lives and the choices they have.</p> <p><b>Solutions and Strategies</b></p> <p>Explore solutions to violence and conflict at an individual and societal level.</p> <p>(London Knife Crime Strategy in Schools)</p>
<p><b>Outdoor learning focus</b></p>	<p><b>Guinea Pigs:</b> Research into the benefits of having animals in school. Research into guinea pig breeds and their care. Research into the costs of owning guinea pigs.</p>		<p><b>Guinea Pigs:</b> Acquire the guinea pigs. Establish a rota of care for the guinea pigs.</p>		<p><b>Guinea Pigs:</b> Continue with food and care routines. Continue to interact with the guinea pigs. Establish a rota which includes reception children visiting the guinea pigs.</p>	



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PE	Cross County Tag Rugby	Handball Tag Rugby	Quicksticks Dodgeball	Netball Basketball	Tennis Cricket Rounders	Cricket Rounders Athletics
<b>P4C:</b>	<p>Why are you saying that? What exactly does this mean? How does this relate to what we have been talking about? What is the nature of ...? What do we already know about this? Can you give me an example? Are you saying ... or ... ? Can you rephrase that, please? What else could we assume? You seem to be assuming ... ? How did you choose those assumptions? Please explain why/how ... ? How can you verify or disprove that assumption? What would happen if ... ? Do you agree or disagree with ... ? Why is that happening? How do you know this? Show me ... ?</p>					