



# NUTFIELD CHURCH CE PRIMARY SCHOOL

## WELLBEING CURRICULUM OVERVIEW 2023/2024

Year 1						
Christian Value of the term:	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
British Values covered each term:	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	
Anti-Bullying Focus:	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  Celebrating differences	Valuing self and others  Random Acts of Kindness
Love Projects:	Winter Night Shelter/ Operation Christmas Child		Tin-a-Week/ Lent Appeal		Class Love Projects	
RSHE Login details: Discovery Education: username: Student28876 P/W: Nutfield	Healthy and happy friendships  Making friends and getting along.	Similarities and differences  Recognising strengths and respecting differences	Caring and responsibility  Our special people	Families and committed relationships  The importance of family	Healthy bodies, healthy minds  <i>Moved to Summer 2 as part</i>	Coping with change (sex education week lesson)  Growing and changing



# NUTFIELD CHURCH CE PRIMARY SCHOOL

## WELLBEING CURRICULUM OVERVIEW 2023/2024

					of 'sex education week)	Amazing bodies
<b>Objectives which specifically address private body parts, physical contact, permission-seeking (consent) and keeping secrets:</b>	<p>-To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>-How to respond if physical contact makes them feel uncomfortable or unsafe,</p> <p>-Knowing there are situations when they should ask for permission and also when permission should be sought</p> <p>-The importance of not keeping adults' secrets (only happy surprises that others will find out eventually)</p> <p>-What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keep trying until they are heard</p> <p>The people who help us to stay physically healthy</p> <p><b>Children should learn about 'the underwear rule' or '<a href="#">PANTS</a>' with the NSPCC.</b></p>					
<b>Additional PSHE units not covered by RSHE</b>	<p style="text-align: center;"><b>Communities</b></p> <p><b>Our School</b> To understand their role in the class community. To know how to contribute to the life of the classroom.</p> <p><b>Belonging</b> To understand that they belong to various groups and communities. To work independently and in groups, taking on different roles and collaborating towards common goal.</p>	<p style="text-align: center;"><b>Money and Finance</b></p> <p>To understand where money comes from. To recognise notes and coins 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.</p>	<p style="text-align: center;"><b>Rules and Responsibilities</b></p> <p><b>Rules and Expectations</b> To understand the reason why we have rules. To learn about rules as expectations.-To understand to agree and follow rules for their group and classroom. To understand the why we have rules / expectations To learn about how they can contribute to the life of the class -To suggest rules that would improve things for the common good.</p>			



# NUTFIELD CHURCH CE PRIMARY SCHOOL

## WELLBEING CURRICULUM OVERVIEW 2023/2024

					<b>Taking Turns</b> 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>	<b>The sequence of enquiry:</b> Preparation. Presentation of stimulus, Thinking time. Question-making. Questions-aring. Question choosing. First words. Middle words. Last thoughts. Review (and plan).  Open procedural questions: <b>Information-processing questions (listening and clarifying)</b> <ul style="list-style-type: none"> <li>• Could you explain what you mean?</li> <li>• Can someone give an example?</li> <li>• I'm not sure I understand, are you saying...?</li> </ul>					



# NUTFIELD CHURCH CE PRIMARY SCHOOL

## WELLBEING CURRICULUM OVERVIEW 2023/2024

---

- Can you tell us a little bit more about your thinking there?

### **Reasoning questions (expanding and probing)**

- What are your reasons for saying that?
- Do we have any evidence?
- Why do you think that is the case?
- How do you know?
- How could we answer that?

### **Enquiry questions (expanding and probing)**

- So you agree / disagree with..?
- Do we have any evidence?
- Why do you think that it the case?
- How do you know?
- How could we answer that?

### **Creative thinking questions (speculating, exploring implications and larger context)**

- What if...?
- Does...imply...?
- Is it relevant to what we are saying here?
- Does this change our perspective?
- Can we think of other reasons to support this view?

### **Evaluation questions (evaluating, reviewing, concluding summarising)**

- Has anyone changed their mind?
- Have we reached any conclusion?
- What made us think of...?
- Can anyone summarise what we have said so far?
- Do we all understand the differences of opinion on this?
- Has anyone changed their mind in this discussion?
- Have you learnt anything new?



**NUTFIELD CHURCH CE PRIMARY SCHOOL**  
**WELLBEING CURRICULUM OVERVIEW 2023/2024**

<b>Year 2</b>						
<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>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>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>
<b>Love Projects:</b>	<b>Winter Night Shelter/ Operation Christmas Child</b>		<b>Tin-a-Week/ Lent Appeal</b>		<b>Class Love Project</b>	



# NUTFIELD CHURCH CE PRIMARY SCHOOL

## WELLBEING CURRICULUM OVERVIEW 2023/2024

<b>RSHE</b> Login details: Discovery Education: username: Student28876 P/W: Nutfield	<b>Healthy and happy friendships</b>  What makes a happy friendship?	<b>Similarities and differences</b>  Strengths, abilities and stereotypes	<b>Caring and responsibility</b>  Special people in our communities	<b>Families and committed relationships</b>  The diversity of families	<b>Healthy bodies, healthy minds</b>  Staying safe and healthy	<b>Coping with change (sex week lesson)</b>  Growing up and setting goals
<b>Objectives which specifically address private body parts, physical contact, permission-seeking (consent) and keeping secrets:</b>	-To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private -How to respond if physical contact makes them feel uncomfortable or unsafe, -Knowing there are situations when they should ask for permission and also when permission should be sought -The importance of not keeping adults' secrets (only happy surprises that others will find out eventually) -What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keep trying until they are heard The people who help us to stay physically healthy  <b>Children should learn about 'the underwear rule' or '<a href="#">PANTS</a>' with the NSPCC.</b>					
<b>Additional PSHE units not covered by RSHE</b>	<b>Communities</b>  <b>Belonging</b> To develop a sense of belonging in the wider community.  <b>Local citizenship</b> To understand the role of the local community.	<b>Money and Finance</b>  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.	<b>Rules and Responsibilities</b>  <b>Lending / Borrowing</b> To understand the concept of 'borrowing'. To show responsibility to others.  <b>Sharing</b> To understanding the importance of sharing.			



# NUTFIELD CHURCH CE PRIMARY SCHOOL

## WELLBEING CURRICULUM OVERVIEW 2023/2024

	<p>To consider ways of looking after the school or community and how to care for the local environment.</p> <p>To suggest rules that would improve things for the common good.</p> <p>To develop a strong relationship with the local community.</p> <p>To understand the importance of shared responsibility within all communities.</p>		<p>To understand why it is important to keep money safe.</p>		<p>To know that everyone has a responsibility to consider the needs of others.</p> <p><b>Caring</b></p> <p>To understand that people and other living things have needs and that they have responsibilities to meet them.</p> <p>To learn about responsibility to others.</p> <p>To consider ways of looking after the school or community and how to care for the local environment.</p>	
<b>Knife/Gun Crime:</b>						
<b>Outdoor learning focus</b>	<p><b>Trinity Gardens:</b> Tending to the crops, harvesting vegetables, creating winter hanging baskets, crop rotation and planting new seeds.</p>		<p><b>Trinity Gardens:</b> Weeding and composting, harvesting produce, creating spring hanging baskets.</p>		<p><b>Trinity Gardens:</b> Weeding and composting, growing and harvesting seasonal vegetables, creating summer hanging baskets, learning about food miles.</p>	
<b>PE</b>	Gymnastics	Dance	Gymnastics	Dance	Outdoors & Adventurous Activities	Athletics
	Multiskills / Games	Multiskills / Games	Multiskills / Games	Multiskills / Games	Athletics	Rounders
<b>P4C:</b>	<p><b>The sequence of enquiry:</b> Preparation. Presentation of stimulus, Thinking time. Question-making. Questions-aring. Question choosing. First words. Middle words. Last thoughts. Review (and plan).</p> <p>Open procedural questions:</p> <p><b>Information-processing questions (listening and clarifying)</b></p>					



## NUTFIELD CHURCH CE PRIMARY SCHOOL WELLBEING CURRICULUM OVERVIEW 2023/2024

---

- Could you explain what you mean?
- Can someone give an example?
- I'm not sure I understand, are you saying...?
- Can you tell us a little bit more about your thinking there?

### **Reasoning questions (expanding and probing)**

- What are your reasons for saying that?
- Do we have any evidence?
- Why do you think that is the case?
- How do you know?
- How could we answer that?

### **Enquiry questions (expanding and probing)**

- So you agree / disagree with..?
- Do we have any evidence?
- Why do you think that it the case?
- How do you know?
- How could we answer that?

### **Creative thinking questions (speculating, exploring implications and larger context)**

- What if...?
- Does...imply...?
- Is it relevant to what we are saying here?
- Does this change our perspective?
- Can we think of other reasons to support this view?

### **Evaluation questions (evaluating, reviewing, concluding summarising)**

- Has anyone changed their mind?
- Have we reached any conclusion?
- What made us think of...?
- Can anyone summarise what we have said so far?
- Do we all understand the differences of opinion on this?





# NUTFIELD CHURCH CE PRIMARY SCHOOL

## WELLBEING CURRICULUM OVERVIEW 2023/2024

	<ul style="list-style-type: none"> <li>• Has anyone changed their mind in this discussion?</li> <li>• Have you learnt anything new?</li> </ul>
--	--

Year 3						
Christian Value of the term:	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
British Values covered each term:	Democracy / Rule of Law / Mutual Respect / Individual Liberty		Mutual Respect / Individual Liberty		Tolerance of different Faiths and Beliefs / Mutual Respect / Individual Liberty	
Anti-Bullying Focus:	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  Celebrating differences	Valuing self and others  Random Acts of Kindness
Love Projects:	Winter Night Shelter/ Operation Christmas Child		Tin-a-Week/ Lent Appeal		Class Love Project	



# NUTFIELD CHURCH CE PRIMARY SCHOOL

## WELLBEING CURRICULUM OVERVIEW 2023/2024

<b>RSHE</b> Login details: Discovery Education: username: Student28876 P/W: Nutfield	<b>Healthy and happy friendships</b>  Being a good friend	<b>Similarities and differences</b>  Valuing and respecting one another	<b>Caring and responsibility</b>  Responsibility and boundaries	<b>Families and committed relationships</b>  Different types of committed relationships	<b>Healthy bodies, healthy minds</b>  Sleep, food and hygiene	<b>Coping with change</b> (sex week lessons)  Coping with feelings when things change
<b>Objectives which specifically address private body parts, physical contact, permission-seeking (consent) and keeping secrets:</b>	-To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary -Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact -Seek and give permission (consent) in different situations -Keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret					
<b>Additional PSHE units not covered by RSHE</b>	<b>Collaboration</b>  <b>Different Communities</b> To understand why it is important to be part of a community.	<b>Economic Awareness</b>  <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>Rules and Responsibilities</b>  <b>Rules</b> To understand why rules are needed in different situations. To recognise that rules may need to be changed.			
<b>Knife/Gun Crime:</b>						



# NUTFIELD CHURCH CE PRIMARY SCHOOL

## WELLBEING CURRICULUM OVERVIEW 2023/2024

<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	Quicksticks Dodgeball	Swimming Netball Basketball	Tennis Cricket Rounders	Cricket Rounders Athletics
<b>P4C:</b>	<p><b>The sequence of enquiry:</b> Preparation. Presentation of stimulus, Thinking time. Question-making. Questions-aising. Question choosing. First words. Middle words. Last thoughts. Review (and plan).</p> <p>Open procedural questions:</p> <p><b>Information-processing questions (listening and clarifying)</b></p> <ul style="list-style-type: none"> <li>• Could you explain what you mean?</li> <li>• Can someone give an example?</li> <li>• I'm not sure I understand, are you saying...?</li> <li>• Can you tell us a little bit more about your thinking there?</li> </ul> <p><b>Reasoning questions (expanding and probing)</b></p> <ul style="list-style-type: none"> <li>• What are your reasons for saying that?</li> <li>• Do we have any evidence?</li> <li>• Why do you think that is the case?</li> <li>• How do you know?</li> <li>• How could we answer that?</li> </ul> <p><b>Enquiry questions (expanding and probing)</b></p> <ul style="list-style-type: none"> <li>• So you agree / disagree with..?</li> <li>• Do we have any evidence?</li> <li>• Why do you think that it the case?</li> <li>• How do you know?</li> </ul>					



# NUTFIELD CHURCH CE PRIMARY SCHOOL

## WELLBEING CURRICULUM OVERVIEW 2023/2024

---

- How could we answer that?

### **Creative thinking questions (speculating, exploring implications and larger context)**

- What if...?
- Does...imply...?
- Is it relevant to what we are saying here?
- Does this change our perspective?
- Can we think of other reasons to support this view?

### **Evaluation questions (evaluating, reviewing, concluding summarising)**

- Has anyone changed their mind?
- Have we reached any conclusion?
- What made us think of...?
- Can anyone summarise what we have said so far?
- Do we all understand the differences of opinion on this?
- Has anyone changed their mind in this discussion?
- Have you learnt anything new?



**NUTFIELD CHURCH CE PRIMARY SCHOOL**  
**WELLBEING CURRICULUM OVERVIEW 2023/2024**

---

<b>Year 4</b>						
<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>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>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>
<b>Love Projects:</b>	<b>Winter Night Shelter/ Operation Christmas Child</b>		<b>Tin-a-Week/ Lent Appeal</b>		<b>Class Love Project</b>	



# NUTFIELD CHURCH CE PRIMARY SCHOOL

## WELLBEING CURRICULUM OVERVIEW 2023/2024

<b>RSHE</b> Login details: Discovery Education: username: Student28876 P/W: Nutfield	<b>Healthy and happy friendships</b>  Solving friendship difficulties	<b>Similarities and differences</b>  Identity and diversity	<b>Caring and responsibility</b>  Rights and responsibilities	<b>Families and committed relationships</b>  Families and other relationships	<b>Healthy bodies, healthy minds</b>  Influences and personal choices	<b>Coping with change (sex week lesson)</b>  Puberty and hygiene
<b>Objectives which specifically address private body parts, physical contact, permission-seeking (consent) and keeping secrets:</b>	-To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary -Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact -Seek and give permission (consent) in different situations -Keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret					
<b>Additional PSHE units not covered by RSHE</b>	<b>Collaboration</b>  <b>School Communities</b> To understand why it is important to be part of a community.	<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>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>Taking the Lead</b> To understand why it is important to behave responsibly. -To recognise that actions have consequences.		



# NUTFIELD CHURCH CE PRIMARY SCHOOL

## WELLBEING CURRICULUM OVERVIEW 2023/2024

<b>Knife/Gun Crime:</b>						
<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 Maypole Rounders	Cricket Rounders Athletics
<b>P4C:</b>	<p><b>The sequence of enquiry:</b> Preparation. Presentation of stimulus, Thinking time. Question-making. Questions-aising. Question choosing. First words. Middle words. Last thoughts. Review (and plan).</p> <p>Open procedural questions:</p> <p><b>Information-processing questions (listening and clarifying)</b></p> <ul style="list-style-type: none"> <li>• Could you explain what you mean?</li> <li>• Can someone give an example?</li> <li>• I'm not sure I understand, are you saying...?</li> <li>• Can you tell us a little bit more about your thinking there?</li> </ul> <p><b>Reasoning questions (expanding and probing)</b></p> <ul style="list-style-type: none"> <li>• What are your reasons for saying that?</li> <li>• Do we have any evidence?</li> <li>• Why do you think that is the case?</li> <li>• How do you know?</li> <li>• How could we answer that?</li> </ul> <p><b>Enquiry questions (expanding and probing)</b></p> <ul style="list-style-type: none"> <li>• So you agree / disagree with..?</li> </ul>					



## NUTFIELD CHURCH CE PRIMARY SCHOOL WELLBEING CURRICULUM OVERVIEW 2023/2024

---

- Do we have any evidence?
- Why do you think that it the case?
- How do you know?
- How could we answer that?

### **Creative thinking questions (speculating, exploring implications and larger context)**

- What if...?
- Does...imply...?
- Is it relevant to what we are saying here?
- Does this change our perspective?
- Can we think of other reasons to support this view?

### **Evaluation questions (evaluating, reviewing, concluding summarising)**

- Has anyone changed their mind?
- Have we reached any conclusion?
- What made us think of...?
- Can anyone summarise what we have said so far?
- Do we all understand the differences of opinion on this?
- Has anyone changed their mind in this discussion?
- Have you learnt anything new?





**NUTFIELD CHURCH CE PRIMARY SCHOOL**  
**WELLBEING CURRICULUM OVERVIEW 2023/2024**

---

Year 5						
Christian Value of the term:	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
British Values covered each term:	Democracy / Rule of Law / Mutual Respect / Individual Liberty		Mutual Respect / Individual Liberty		Tolerance of different Faiths and Beliefs / Mutual Respect / Individual Liberty	
Anti-Bullying Focus:	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  Celebrating differences	Valuing self and others  Random Acts of Kindness
Love Projects:	Winter Night Shelter/ Operation Christmas Child		Tin-a-Week/ Lent Appeal		Class Love Project/ Surfers Against Sewage	



# NUTFIELD CHURCH CE PRIMARY SCHOOL

## WELLBEING CURRICULUM OVERVIEW 2023/2024

<b>RSHE</b> Login details: Discovery Education: username: Student28876 P/W: Nutfield	<b>Healthy and happy friendships</b>  Changing friendships	<b>Similarities and differences</b>  Celebrating strengths and setting goals	<b>Caring and responsibility</b>  Caring in the community	<b>Families and committed relationships</b>  Healthy, committed relationships	<b>Healthy bodies, healthy minds</b>  Valuing our bodies and minds	<b>Coping with change (sex week)</b>  Puberty and emotions
<b>Objectives which specifically address private body parts, physical contact, permission-seeking (consent) and keeping secrets:</b>	<b>-That female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk</b> *It is not compulsory to teach FGM at Primary School* -To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary -Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact -Seek and give permission (consent) in different situations -Keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret					
<b>Additional PSHE units not covered by RSHE</b>	<b>Diversity</b> <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.		<b>Economic Awareness</b> <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.		<b>Rules and Responsibilities</b> <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.  <b>Law and Order</b>	



**NUTFIELD CHURCH CE PRIMARY SCHOOL**  
**WELLBEING CURRICULUM OVERVIEW 2023/2024**

---

					To know and understand the meaning of the following: - democracy, sovereignty, dictatorship, government, monarchy.	
<b>Knife/Gun Crime:</b>	<b>Identifying Need</b>  Identifying issues that are important to children.  (London Knife Crime Strategy in Schools)	<b>Attitudes and Values</b>  Explore attitudes and values surrounding knife crime.  (London Knife Crime Strategy in Schools)	<b>Risks and Consequences</b>  Discussion of the risks and consequences of carrying a knife.  (London Knife Crime Strategy in Schools)	<b>Conflict and Choice</b>  Explore how conflict can be managed or avoided.  (London Knife Crime Strategy in Schools)	<b>Assessing and Avoiding Risk</b>  Explore risk and how it can be managed.  (London Knife Crime Strategy in Schools)	<b>Influences and Choices</b>  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.



# NUTFIELD CHURCH CE PRIMARY SCHOOL

## WELLBEING CURRICULUM OVERVIEW 2023/2024

						(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.	
<b>PE</b>	Cross County Tag Rugby	Handball Tag Rugby	Quicksticks Dodgeball	Netball Basketball	Tennis Cricket Rounders	Cricket Rounders Athletics
<b>P4C:</b>	<p><b>The sequence of enquiry:</b> Preparation. Presentation of stimulus, Thinking time. Question-making. Questions-aring. Question choosing. First words. Middle words. Last thoughts. Review (and plan).</p> <p>Open procedural questions:</p> <p><b>Information-processing questions (listening and clarifying)</b></p> <ul style="list-style-type: none"> <li>• Could you explain what you mean?</li> <li>• Can someone give an example?</li> <li>• I'm not sure I understand, are you saying...?</li> <li>• Can you tell us a little bit more about your thinking there?</li> </ul> <p><b>Reasoning questions (expanding and probing)</b></p> <ul style="list-style-type: none"> <li>• What are your reasons for saying that?</li> <li>• Do we have any evidence?</li> </ul>					



## NUTFIELD CHURCH CE PRIMARY SCHOOL WELLBEING CURRICULUM OVERVIEW 2023/2024

---

- Why do you think that is the case?
- How do you know?
- How could we answer that?

### **Enquiry questions (expanding and probing)**

- So you agree / disagree with..?
- Do we have any evidence?
- Why do you think that it the case?
- How do you know?
- How could we answer that?

### **Creative thinking questions (speculating, exploring implications and larger context)**

- What if...?
- Does...imply...?
- Is it relevant to what we are saying here?
- Does this change our perspective?
- Can we think of other reasons to support this view?

### **Evaluation questions (evaluating, reviewing, concluding summarising)**

- Has anyone changed their mind?
- Have we reached any conclusion?
- What made us think of...?
- Can anyone summarise what we have said so far?
- Do we all understand the differences of opinion on this?
- Has anyone changed their mind in this discussion?

Have you learnt anything new?



NUTFIELD CHURCH CE PRIMARY SCHOOL  
WELLBEING CURRICULUM OVERVIEW 2023/2024

---

Year 6						
Christian Value of the term:	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY



# NUTFIELD CHURCH CE PRIMARY SCHOOL

## WELLBEING CURRICULUM OVERVIEW 2023/2024

British Values covered each term:	Democracy / Rule of Law / Mutual Respect / Individual Liberty		Mutual Respect / Individual Liberty		Tolerance of different Faiths and Beliefs / Mutual Respect / Individual Liberty	
Events:	The Big Vote!		Working Week		Feeling Good Week / The Happiness Project* (outdoor learning) <i>(skipping workshop, yoga workshop, cycle proficiency, balloon lift, friendship bracelets)</i>	
Anti-Bullying Focus:	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  Celebrating differences	Valuing self and others  Random Acts of Kindness
Love Projects:	Winter Night Shelter/ Operation Christmas Child		Tin-a-Week/ Lent Appeal		Class Love Project	



# NUTFIELD CHURCH CE PRIMARY SCHOOL

## WELLBEING CURRICULUM OVERVIEW 2023/2024

<b>RSHE</b> Login details: Discovery Education: username: Student28876 P/W: Nutfield	<b>Healthy and happy friendships</b>  Relationships and feelings	<b>Similarities and differences</b>  Respectful behaviour online and offline	<b>Caring and responsibility</b>  Caring in the community	<b>Families and committed relationships</b>  <i>Moved to Summer 2 for sex education week</i>	<b>Healthy bodies, healthy minds</b>  Being the best of me	<b>Coping with change (sex week)</b>  Coping with the emotional effects of life change  <i>Starting a family</i>
<b>Objectives which specifically address private body parts, physical contact, permission-seeking (consent) and keeping secrets:</b>	<b>-That female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk</b> *It is not compulsory to teach FGM at Primary School* -To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary -Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact -Seek and give permission (consent) in different situations -Keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret					
<b>Additional PSHE units not covered by RSHE</b>	<b>Rules and Responsibilities</b> <b>U.N. Rights</b> To learn about organisations such as the United Nations. To understand the importance and significance of equal rights.		<b>Economic Awareness</b> <b>Consumer Sense</b> To know and understand financial terms such as loan, interest, tax and discount. To make connections between their learning, the world of work and their future economic wellbeing. To show initiative and take responsibility for activities that develop enterprise capability.		<b>Enterprise</b> <b>Generating Income</b> To know and understand the principles of enterprise. To understand profit and loss.  <b>Raising Money</b> To know and understand the principles of charity work.	





## NUTFIELD CHURCH CE PRIMARY SCHOOL WELLBEING CURRICULUM OVERVIEW 2023/2024

Knife/Gun Crime:	Identifying Need	Attitudes and Values	Risks and Consequences	Conflict and Choice	Assessing and Avoiding Risk	Influences and Choices
	Identifying issues that are important to children.  (London Knife Crime Strategy in Schools)	Explore attitudes and values surrounding knife crime.  (London Knife Crime Strategy in Schools)	Discussion of the risks and consequences of carrying a knife.  (London Knife Crime Strategy in Schools)	Explore how conflict can be managed or avoided.  (London Knife Crime Strategy in Schools)	Explore risk and how it can be managed.  (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</b>	<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.		<b>Guinea Pigs:</b> Acquire the guinea pigs. Establish a rota of care for the guinea pigs.		<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.	



# NUTFIELD CHURCH CE PRIMARY SCHOOL

## WELLBEING CURRICULUM OVERVIEW 2023/2024

PE	Cross County Tag Rugby	Handball Tag Rugby	Quicksticks Dodgeball	Netball Basketball	Tennis Cricket Rounders	Cricket Rounders Athletics
<b>P4C:</b>	<p><b>The sequence of enquiry:</b> Preparation. Presentation of stimulus, Thinking time. Question-making. Questions-asking. Question choosing. First words. Middle words. Last thoughts. Review (and plan).</p> <p>Open procedural questions:</p> <p><b>Information-processing questions (listening and clarifying)</b></p> <ul style="list-style-type: none"><li>• Could you explain what you mean?</li><li>• Can someone give an example?</li><li>• I'm not sure I understand, are you saying...?</li><li>• Can you tell us a little bit more about your thinking there?</li></ul> <p><b>Reasoning questions (expanding and probing)</b></p> <ul style="list-style-type: none"><li>• What are your reasons for saying that?</li><li>• Do we have any evidence?</li><li>• Why do you think that is the case?</li><li>• How do you know?</li><li>• How could we answer that?</li></ul> <p><b>Enquiry questions (expanding and probing)</b></p> <ul style="list-style-type: none"><li>• So you agree / disagree with...?</li><li>• Do we have any evidence?</li><li>• Why do you think that it the case?</li><li>• How do you know?</li><li>• How could we answer that?</li></ul> <p><b>Creative thinking questions (speculating, exploring implications and larger context)</b></p> <ul style="list-style-type: none"><li>• What if...?</li><li>• Does...imply...?</li></ul>					



## NUTFIELD CHURCH CE PRIMARY SCHOOL WELLBEING CURRICULUM OVERVIEW 2023/2024

---

- Is it relevant to what we are saying here?
- Does this change our perspective?
- Can we think of other reasons to support this view?

**Evaluation questions (evaluating, reviewing, concluding summarising)**

- Has anyone changed their mind?
- Have we reached any conclusion?
- What made us think of...?
- Can anyone summarise what we have said so far?
- Do we all understand the differences of opinion on this?
- Has anyone changed their mind in this discussion?

Have you learning anything new?