



NUTFIELD CHURCH CE PRIMARY SCHOOL
WELLBEING CURRICULUM OVERVIEW 2024/2025

Reception						
Christian Value of the term <i>(Spiritual)</i>	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
British Values <i>(Moral)</i>	Democracy / Rule of Law <ul style="list-style-type: none"> • What does it mean to vote? (D) • What does it mean to share? (D) • What are rules and why do we have them? (RL) • Who makes the rules? (RL) 		Tolerance of different Faiths and Beliefs <ul style="list-style-type: none"> • Why are we all so different? • What does differences and similarities mean? 		Mutual Respect / Individual Liberty <ul style="list-style-type: none"> • What does respect mean? (MR) • How do I show respect to others and for something? (MR) • What is a relationship? (IL) • What are choices? (IL) 	
Anti-Bullying Focus <i>(Social)</i>	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 <i>(Cultural)</i>	Winter Night Shelter/ Operation Christmas Child		Tin-a-Week/ Lent Appeal		Class Love Projects	
PSED	Building Relationships ELG: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.		Managing Self ELG: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.		Self-regulation ELG: Work and play cooperatively and take turns with others.	



NUTFIELD CHURCH CE PRIMARY SCHOOL WELLBEING CURRICULUM OVERVIEW 2024/2025

	<p>ELG: Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>ELG: Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>	<p>ELG: Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>ELG: Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p>	<p>ELG: Form positive attachments to adults and friendships with peers.</p> <p>ELG: Show sensitivity to their own and to others' needs</p>			
<p>Outside Learning Focus: Rabbits</p>	<ul style="list-style-type: none"> To check on Peter Rabbit every day Learn facts about rabbits understand basic care needs understand what food rabbits can and cannot eat be familiar with the necessary equipment and resources that are involved with caring for rabbits spot the signs for when a rabbit may not be well know how to safely handle a rabbit know how to groom a rabbit 	<ul style="list-style-type: none"> To check on Peter Rabbit every day know the life cycle of a rabbit learn about different breeds of rabbits understand the difference between wild rabbits, hares and pets begin to learn about predators 	<ul style="list-style-type: none"> To check on Peter Rabbit every day Design and make a rabbit foraging/enrichment box Learn about the behaviours of rabbits Learn about herbivores Learn about the natural habitat of rabbits 			
<p>PHYSICAL DEVELOPMENT</p> <p>Get Set 4 PE</p>	<p>Introduction to PE: Unit 1</p> <p>ELG: Negotiate space and obstacles safely, with consideration for</p>	<p>Introduction to PE: Unit 1</p> <p>ELG: Negotiate space and obstacles safely, with consideration for</p>	<p>Dance: Unit 1</p> <p>ELG: Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>	<p>Dance: Unit 2</p> <p>ELG: Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>	<p>Games: Unit 1</p> <p>ELG: Demonstrate strength, balance and coordination when playing</p>	<p>Games: Unit 2</p> <p>ELG: Demonstrate strength, balance and coordination when playing</p>



NUTFIELD CHURCH CE PRIMARY SCHOOL
WELLBEING CURRICULUM OVERVIEW 2024/2025

	themselves and others	themselves and others			ELG: Negotiate space and obstacles safely, with consideration for themselves and others	ELG: Negotiate space and obstacles safely, with consideration for themselves and others
P4C Focus to be linked with the year group curriculum and the wellbeing topics in this overview	Philosophy for Children (p4c) is a pedagogy that helps to build communities, develop critical and creative thinking, oracy and well-being. The sequence of enquiry: Preparation. Presentation of stimulus, Thinking time. Question-making. Questions-airing. Question choosing. First words. Middle words. Last thoughts. Review (and plan). Teachers will use a range of open procedural question. To view these, see the final page of this document.					



**NUTFIELD CHURCH CE PRIMARY SCHOOL
WELLBEING CURRICULUM OVERVIEW 2024/2025**

Year 1						
Christian Value of the term <i>(Spiritual)</i>	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
British Values <i>(Moral)</i>	Democracy / Rule of Law <ul style="list-style-type: none"> • What are opinions? (D) • What does it mean to agree/disagree with someone or something? (D) • What are sanctions and rewards and why do we have them? (RL) • What is the difference between right and wrong? (RL) 		Tolerance of different Faiths and Beliefs <ul style="list-style-type: none"> • Why are there different communities? • How and why do we embrace differences? 		Mutual Respect / Individual Liberty <ul style="list-style-type: none"> • How do we show respect? (ML) • What does it mean to have mutual respect? (ML) • What does unique mean? (IL) • What does co-operation mean? (IL) 	
Anti-Bullying Focus <i>(Social)</i>	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 <i>(Cultural)</i>	Winter Night Shelter/ Operation Christmas Child		Tin-a-Week/ Lent Appeal		Class Love Projects	



NUTFIELD CHURCH CE PRIMARY SCHOOL
WELLBEING CURRICULUM OVERVIEW 2024/2025

<p style="text-align: center;">RSHE Discovery Education</p>	<p style="text-align: center;">Healthy and happy friendships</p> <p>Making friends and getting along.</p>	<p style="text-align: center;">Similarities and differences</p> <p>Recognising strengths and respecting differences</p>	<p style="text-align: center;">Caring and responsibility</p> <p>Our special people</p>	<p style="text-align: center;">Families and committed relationships</p> <p>The importance of family</p>	<p style="text-align: center;">Healthy bodies, healthy minds</p> <p style="text-align: center;">Amazing bodies</p> <p style="text-align: center;">Coping with change (sex education week lesson)</p> <p style="text-align: center;">Growing and changing</p>
<p>Objectives which specifically address private body parts, physical contact, permission-seeking (consent) and keeping secrets</p>	<p>-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</p> <p>Children should learn about 'the underwear rule' or 'PANTS' with the NSPCC.</p>				
<p>Additional PSHE units not covered by RSHE</p>	<p style="text-align: center;">Communities</p> <p>Our School To understand their role in the class community. To know how to contribute to the life of the classroom.</p> <p>Belonging To understand that they belong to various groups and communities.</p>	<p style="text-align: center;">Money and Finance</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;">Rules and Responsibilities</p> <p>Rules and Expectations 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</p>		



NUTFIELD CHURCH CE PRIMARY SCHOOL WELLBEING CURRICULUM OVERVIEW 2024/2025

	To work independently and in groups, taking on different roles and collaborating towards common goal.			To learn about how they can contribute to the life of the class -To suggest rules that would improve things for the common good. Taking Turns 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.		
Outside Learning Focus: Chickens	<ul style="list-style-type: none"> To check on the chickens on a daily basis. develop empathy learn facts about chickens understand basic care needs understand what food chickens can and cannot eat be familiar with the necessary equipment and resources that are involved with caring for chickens spot the signs for when a chicken may not be well know how to safely handle a chicken 	<ul style="list-style-type: none"> To check on the chickens on a daily basis. know the life cycle of a chicken know the difference between hens, cockerels and roosters learn about the number of breeds there are in the local area/Surrey/England/UK begin to learn about the processes involved in producing and selling eggs learn about predators 	<ul style="list-style-type: none"> To check on the chickens on a daily basis. Have a basic understanding of animal welfare Learn about the work of the RSPCA Know the laws and regulations for keeping chickens 			
PE	Fundamentals	Dance	Gymnastics	Dance	Net & Wall Games	Athletics
	Wellbeing Theory, Wellbeing+, PSHE, RSHE, P4C	Sending & Receiving	Wellbeing Theory, Wellbeing+, PSHE, RSHE, P4C	Invasion Games	Wellbeing Theory, Wellbeing+, PSHE, RSHE, P4C	Striking & Fielding



NUTFIELD CHURCH CE PRIMARY SCHOOL
WELLBEING CURRICULUM OVERVIEW 2024/2025

<p>P4C Focus to be linked with the year group curriculum and the wellbeing topics in this overview</p>	<p>Philosophy for Children (p4c) is a pedagogy that helps to build communities, develop critical and creative thinking, oracy and well-being. The sequence of enquiry: Preparation. Presentation of stimulus, Thinking time. Question-making. Questions-airing. Question choosing. First words. Middle words. Last thoughts. Review (and plan).</p> <p>Teachers will use a range of open procedural question. To view these, see the final page of this document.</p>
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NUTFIELD CHURCH CE PRIMARY SCHOOL
WELLBEING CURRICULUM OVERVIEW 2024/2025

Year 2						
Christian Value of the term <i>(Spiritual)</i>	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
British Values <i>(Moral)</i>	Democracy / Rule of Law <ul style="list-style-type: none"> • How can my voice be heard? (D) • What does it mean to be part of a community? (D) • How do rules keep me safe? (RL) • How are rules communicated? (RL) 		Tolerance of different Faiths and Beliefs <ul style="list-style-type: none"> • Is it ok to have an opinion that is different to someone else? • What is a belief? 		Mutual Respect / Individual Liberty <ul style="list-style-type: none"> • What does privacy mean? (MR) • What does it mean to respect myself? (MR) • Do choices have consequences? (IL) • What does Liberty mean? (IL) 	
Anti-Bullying Focus <i>(Social)</i>	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 <i>(Cultural)</i>	Winter Night Shelter/ Operation Christmas Child		Tin-a-Week/ Lent Appeal		Class Love Project	



NUTFIELD CHURCH CE PRIMARY SCHOOL
WELLBEING CURRICULUM OVERVIEW 2024/2025

<p style="text-align: center;">RSHE Discovery Education</p>	<p>Healthy and happy friendships</p> <p>What makes a happy friendship?</p>	<p>Similarities and differences</p> <p>Strengths, abilities and stereotypes</p>	<p>Caring and responsibility</p> <p>Special people in our communities</p>	<p>Families and committed relationships</p> <p>The diversity of families</p>	<p>Healthy bodies, healthy minds</p> <p>Staying safe and healthy</p>	<p>Coping with change (sex week lesson)</p> <p>Growing up and setting goals</p>
<p>Objectives which specifically address private body parts, physical contact, permission-seeking (consent) and keeping secrets</p>	<p>-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</p> <p>Children should learn about ‘the underwear rule’ or ‘PANTS’ with the NSPCC.</p>					
<p>Additional PSHE units not covered by RSHE</p>	<p style="text-align: center;">Communities</p> <p>Belonging To develop a sense of belonging in the wider community.</p> <p>Local citizenship 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.</p>	<p style="text-align: center;">Money and Finance</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 style="text-align: center;">Rules and Responsibilities</p> <p>Lending / Borrowing To understand the concept of ‘borrowing.’ To show responsibility to others.</p> <p>Sharing To understanding the importance of sharing. To know that everyone has a responsibility to consider the needs of others.</p>			



NUTFIELD CHURCH CE PRIMARY SCHOOL WELLBEING CURRICULUM OVERVIEW 2024/2025

	<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>Caring</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>		
<p>Outdoor learning focus: Trinity Gardens</p>	<ul style="list-style-type: none"> design and create Winter hanging baskets attend to weeding and preparing new soil identify which seasons and months are besting for sowing and planting vegetables, fruits and herbs plan a calendar of planting and sowing for the year ahead know what equipment is required when gardening know how to tend a garden harvest seasonal produce identify what is safe to grow near the farm animals design labels for everything that is planted 	<ul style="list-style-type: none"> design and create Spring hanging baskets harvest seasonal produce attend to weeding plant and sow seasonal produce write letters to the local garden centre asking for their support 	<ul style="list-style-type: none"> design and create Summer hanging baskets harvest seasonal produce attend to weeding plant and sow seasonal produce learn about sustainability food miles develop a school farmer's market towards the end of the year 			
PE	Fundamentals	Dance	Sending & Receiving	Gymnastics	Striking & Fielding	Athletics
	Gymnastics	Wellbeing Theory, Wellbeing+, PSHE, RSHE, P4C	Invasion Games	Wellbeing Theory, Wellbeing+, PSHE, RSHE, P4C	Net & Wall Games	Wellbeing Theory, Wellbeing+, PSHE, RSHE, P4C



NUTFIELD CHURCH CE PRIMARY SCHOOL WELLBEING CURRICULUM OVERVIEW 2024/2025

<p>P4C</p> <p>Focus to be linked with the year group curriculum and the wellbeing topics in this overview</p>	<p>Philosophy for Children (p4c) is a pedagogy that helps to build communities, develop critical and creative thinking, oracy and well-being. The sequence of enquiry: Preparation. Presentation of stimulus, Thinking time. Question-making. Questions-airing. Question choosing. First words. Middle words. Last thoughts. Review (and plan).</p> <p>Teachers will use a range of open procedural question. To view these, see the final page of this document.</p>
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NUTFIELD CHURCH CE PRIMARY SCHOOL
WELLBEING CURRICULUM OVERVIEW 2024/2025

Year 3						
Christian Value of the term <i>(Spiritual)</i>	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
British Values <i>(Moral)</i>	Democracy / Rule of Law <ul style="list-style-type: none"> • What does Democracy mean? (D) • What is a debate? (D) • What are UK laws? (RL) • How do laws protect my rights? (RL) 		Tolerance of different Faiths and Beliefs <ul style="list-style-type: none"> • What is a moral dilemma? • What does it mean to develop a culture? 		Mutual Respect / Individual Liberty <ul style="list-style-type: none"> • What does consent mean? (MR) • How do I recognise differences and similarities and respect these? (MR) • Does my identity define me? (IL) • What are influences and how do I deal with them? (IL) 	
Anti-Bullying Focus <i>(Social)</i>	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 <i>(Cultural)</i>	Winter Night Shelter/ Operation Christmas Child		Tin-a-Week/ Lent Appeal		Class Love Project	



NUTFIELD CHURCH CE PRIMARY SCHOOL
WELLBEING CURRICULUM OVERVIEW 2024/2025

<p style="text-align: center;">RSHE Discovery Education</p>	<p style="text-align: center;">Healthy and happy friendships</p> <p>Being a good friend</p>	<p style="text-align: center;">Similarities and differences</p> <p>Valuing and respecting one another</p>	<p style="text-align: center;">Caring and responsibility</p> <p>Responsibility and boundaries</p>	<p style="text-align: center;">Families and committed relationships</p> <p>Different types of committed relationships</p>	<p style="text-align: center;">Healthy bodies, healthy minds</p> <p>Sleep, food and hygiene</p>	<p style="text-align: center;">Coping with change (sex week lessons)</p> <p>Coping with feelings when things change</p>
<p>Objectives which specifically address private body parts, physical contact, permission-seeking (consent) and keeping secrets</p>	<p>-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</p> <p>-Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>-Seek and give permission (consent) in different situations</p> <p>-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</p>					
<p>Additional PSHE units not covered by RSHE</p>	<p style="text-align: center;">Collaboration</p> <p>Different Communities To understand why it is important to be part of a community.</p>		<p style="text-align: center;">Economic Awareness</p> <p>Money Choices To learn about and reflect on their own spending habits / choices. To understand why financial management and planning is important from a young age.</p>		<p style="text-align: center;">Rules and Responsibilities</p> <p>Rules To understand why rules are needed in different situations. To recognise that rules may need to be changed.</p>	
<p>Outdoor learning focus: Wildlife area</p>	<ul style="list-style-type: none"> • Know the safety rules for the wildlife area • Bird watching – keeping a tally of birds seen • Designing and creating bird feeders. • Make hedgehog fact files 		<ul style="list-style-type: none"> • Take part in the RSPB National Bird Watch. • To continue to observe bird activity and keep a log 		<ul style="list-style-type: none"> • Take part in the Wildlife Trust '30 Days Wild Challenge' in June • Continue to observe bird activity and compare the data across the year • Design and make a bird bath 	



NUTFIELD CHURCH CE PRIMARY SCHOOL WELLBEING CURRICULUM OVERVIEW 2024/2025

	<ul style="list-style-type: none"> Identify the different trees and plants in the area and make display signs Develop a compost area Create a log pile to attract a range of wildlife Investigate animal markings and tracks Research into wild deer 		<ul style="list-style-type: none"> To research hedgehog habitats and how to encourage them into the school grounds Design and create a hedgehog home 		<ul style="list-style-type: none"> Identify how we could improve the wildlife area Research how to create and tend a wild patch. Identify soil Ph levels and what flowers could be planted 	
PE	Gymnastics Tag Rugby	Quicksticks Wellbeing Theory, Wellbeing+, PSHE, RSHE, P4C	Dodgeball Dance Swimming	Netball Wellbeing Theory, Wellbeing+, PSHE, RSHE, P4C	Rounders Gymnastics	Athletics Wellbeing Theory, Wellbeing+, PSHE, RSHE, P4C
P4C Focus to be linked with the year group curriculum and the wellbeing topics in this overview	<p>Philosophy for Children (p4c) is a pedagogy that helps to build communities, develop critical and creative thinking, oracy and well-being. The sequence of enquiry: Preparation. Presentation of stimulus, Thinking time. Question-making. Questions-airing. Question choosing. First words. Middle words. Last thoughts. Review (and plan).</p> <p>Teachers will use a range of open procedural question. To view these, see the final page of this document.</p>					



NUTFIELD CHURCH CE PRIMARY SCHOOL
WELLBEING CURRICULUM OVERVIEW 2024/2025

Year 4						
Christian Value of the term <i>(Spiritual)</i>	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
British Values <i>(Moral)</i>	Democracy / Rule of Law <ul style="list-style-type: none"> What is the difference between rights and responsibilities? (D) What is conflict and how can I deal with it? (D)_ What if there were no rules? (RL) Why are there age restrictions? (RL) 		Tolerance of different Faiths and Beliefs <ul style="list-style-type: none"> What does prejudice mean? What are the consequences associated with prejudice? 		Mutual Respect / Individual Liberty <ul style="list-style-type: none"> What are stereo-types? (MR) How do I challenge respectfully? Is this ok? (MR) What are Human Rights? (IL) How do I make an informed choice? (IL) 	
Anti-Bullying Focus <i>(Social)</i>	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 <i>(Cultural)</i>	Winter Night Shelter/ Operation Christmas Child		Tin-a-Week/ Lent Appeal		Class Love Project	



NUTFIELD CHURCH CE PRIMARY SCHOOL
WELLBEING CURRICULUM OVERVIEW 2024/2025

RSHE Discovery Education	Healthy and happy friendships Solving friendship difficulties	Similarities and differences Identity and diversity	Caring and responsibility Rights and responsibilities	Families and committed relationships Families and other relationships	Healthy bodies, healthy minds Influences and personal choices	Coping with change (sex week lesson) Puberty and hygiene
Objectives which specifically address private body parts, physical contact, permission-seeking (consent) and keeping secrets	<p>-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</p> <p>-Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>-Seek and give permission (consent) in different situations</p> <p>-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</p>					
Additional PSHE units not covered by RSHE	Collaboration School Communities To understand why it is important to be part of a community.	Economic Awareness Managing Money To learn about and reflect on their own spending habits / choices. To understand why financial management and planning is important from a young age.		Rules and Responsibilities Thinking Ahead To understand why it is important to plan ahead and think of potential consequences as a result of their actions. Taking the Lead To understand why it is important to behave responsibly. -To recognise that actions have consequences.		



NUTFIELD CHURCH CE PRIMARY SCHOOL WELLBEING CURRICULUM OVERVIEW 2024/2025

Outdoor learning focus: Bug Hotel	<ul style="list-style-type: none"> Identify and research the best natural materials for a bug hotel (The Woodland Trust) Observe activity in the Bug Hotel using the observation camera Design new layers which attract frogs, toads, hedgehogs and pollinating insects 		<ul style="list-style-type: none"> Continue to observe activity in the Bug Hotel using the observation camera Build new layers to the Bug Hotel. Design and create a Twig Tower Design and create a Pine Cone Palace Make a record of all the bugs and insects that are living in or near the Bug Hotel 		<ul style="list-style-type: none"> Continue to observe activity in the Bug Hotel using the observation camera Paint and decorate the Bug Hotel Identify any improvements that could be made or introduced to the Bug Hotel and area 	
PE	Tag Rugby	Handball	Dodgeball	Basketball	Maypole	Athletics
	Wellbeing Theory, Wellbeing+, PSHE, RSHE, P4C	Gymnastics	Wellbeing Theory, Wellbeing+, PSHE, RSHE, P4C	Maypole	Wellbeing Theory, Wellbeing+, PSHE, RSHE, P4C	Wellbeing Theory, Wellbeing+, PSHE, RSHE, P4C

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NUTFIELD CHURCH CE PRIMARY SCHOOL
WELLBEING CURRICULUM OVERVIEW 2024/2025

Year 5						
Christian Value of the term <i>(Spiritual)</i>	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
British Values <i>(Moral)</i>	Democracy / Rule of Law <ul style="list-style-type: none"> • How is the UK Governed? (D) • How is Parliament organised? (D) • What are UK laws? (RL) • How do laws protect my rights? (RL) 		Tolerance of different Faiths and Beliefs <ul style="list-style-type: none"> • What is a moral dilemma? • What does it mean to develop a culture? 		Mutual Respect / Individual Liberty <ul style="list-style-type: none"> • What does consent mean? (MR) • How do I recognise differences and similarities and respect these? (MR) • Does my identity define me? (IL) • What are influences and how do I deal with them? (IL) 	
Anti-Bullying Focus <i>(Social)</i>	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 <i>(Cultural)</i>	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 2024/2025

<p style="text-align: center;">RSHE Discovery Education</p>	<p>Healthy and happy friendships</p> <p>Changing friendships</p>	<p>Similarities and differences</p> <p>Celebrating strengths and setting goals</p>	<p>Caring and responsibility</p> <p>Caring in the community</p>	<p>Families and committed relationships</p> <p>Healthy, committed relationships</p>	<p>Healthy bodies, healthy minds</p> <p>Valuing our bodies and minds</p>	<p>Coping with change (sex week)</p> <p>Puberty and emotions</p>
<p>Objectives which specifically address private body parts, physical contact, permission-seeking (consent) and keeping secrets</p>	<p>-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 *It is not compulsory to teach FGM at Primary School*</p> <p>-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</p> <p>-Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>-Seek and give permission (consent) in different situations</p> <p>-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</p>					
<p>Additional PSHE units not covered by RSHE</p>	<p style="text-align: center;">Diversity</p> <p>Community Event To understand the benefits of living in a diverse community and learn to celebrate diversity. To talk with a wide range of adults.</p>	<p style="text-align: center;">Economic Awareness</p> <p>Budgeting 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;">Rules and Responsibilities</p> <p>Structure 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>Law and Order To know and understand the meaning of the following: - democracy, sovereignty, dictatorship, government, monarchy.</p>		



NUTFIELD CHURCH CE PRIMARY SCHOOL WELLBEING CURRICULUM OVERVIEW 2024/2025

<p>Knife/Gun Crime</p> <p>London Knife Crime Strategy in Schools</p>	<p>Identifying Need</p> <p>Identifying issues that are important to children.</p>	<p>Attitudes and Values</p> <p>Explore attitudes and values surrounding knife/gun/weapon crime.</p>	<p>Risks and Consequences</p> <p>Discussion of the risks and consequences of carrying a knife/gun/weapon.</p>	<p>Conflict and Choice</p> <p>Explore how conflict can be managed or avoided.</p>	<p>Assessing and Avoiding Risk</p> <p>Explore risk and how it can be managed.</p>	<p>Influences and Choices</p> <p>Explore positive and negative influences in the children's lives and the choices they have.</p> <p>Solutions and Strategies</p> <p>Explore solutions to violence and conflict at an individual and societal level.</p>
<p>Outdoor learning focus: Chickens (Partner with Y1)</p>	<ul style="list-style-type: none"> Care for the chickens on a daily basis Research into egg production and selling eggs to the community Research into chicken welfare and battery chickens Support Year 1 with their learning about caring for chickens 		<ul style="list-style-type: none"> Continue to care for the chickens on a daily basis Research how to purchase battery chickens and identify equipment/resources needed Fundraise for the purchase of new chickens 		<ul style="list-style-type: none"> To continue to care for the chickens on a daily basis Design an egg box for NCPS eggs Sell / donate eggs to the local community 	
<p>PE</p>	<p>Tag Rugby</p> <p>Gymnastics</p>	<p>Handball</p> <p>Wellbeing Theory, Wellbeing+, PSHE, RSHE, P4C</p>	<p>Dodgeball</p> <p>Hockey</p>	<p>Netball</p> <p>Wellbeing Theory, Wellbeing+, PSHE, RSHE, P4C</p>	<p>Rounders</p> <p>Dance</p>	<p>Athletics</p> <p>Wellbeing Theory, Wellbeing+, PSHE, RSHE, P4C</p>



NUTFIELD CHURCH CE PRIMARY SCHOOL WELLBEING CURRICULUM OVERVIEW 2024/2025

<p>P4C</p> <p>Focus to be linked with the year group curriculum and the wellbeing topics in this overview</p>	<p>Philosophy for Children (p4c) is a pedagogy that helps to build communities, develop critical and creative thinking, oracy and well-being. The sequence of enquiry: Preparation. Presentation of stimulus, Thinking time. Question-making. Questions-airing. Question choosing. First words. Middle words. Last thoughts. Review (and plan).</p> <p>Teachers will use a range of open procedural question. To view these, see the final page of this document.</p>
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NUTFIELD CHURCH CE PRIMARY SCHOOL
WELLBEING CURRICULUM OVERVIEW 2024/2025

Year 6						
Christian Value of the term <i>(Spiritual)</i>	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
British Values <i>(Moral)</i>	Democracy / Rule of Law <ul style="list-style-type: none"> Are all countries in the world governed in the same way? (D) Who are some of the most influential leaders in world history and why? (D) How does my behaviour affect others? (RL) What is the difference between legal/non-legal and moral/non-moral rules? (RL) 		Tolerance of different Faiths and Beliefs <ul style="list-style-type: none"> What is extremism? What are the consequences of extreme behaviour? 		Mutual Respect / Individual Liberty <ul style="list-style-type: none"> What are moral concepts? (MR) How do I show care and compassion? (MR) What are protected characteristics? (IL) What does it mean to protest? (IL) 	
Anti-Bullying Focus <i>(Social)</i>	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



NUTFIELD CHURCH CE PRIMARY SCHOOL
WELLBEING CURRICULUM OVERVIEW 2024/2025

Love Projects <i>(Cultural)</i>	Winter Night Shelter/ Operation Christmas Child		Tin-a-Week/ Lent Appeal		Class Love Project	
RSHE Discovery Education	Healthy and happy friendships Relationships and feelings	Similarities and differences Respectful behaviour online and offline	Caring and responsibility Caring in the community	Families and committed relationships <i>Moved to Summer 2 for RSHE week</i>	Healthy bodies, healthy minds Being the best of me	Coping with change (RSHE week) Coping with the emotional effects of life change Starting a family
Objectives which specifically address private body parts, physical contact, permission-seeking (consent) and keeping secrets	<ul style="list-style-type: none"> -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 *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 					
Additional PSHE units not covered by RSHE	Rules and Responsibilities U.N. Rights To learn about organisations such as the United Nations. To understand the importance and significance of equal rights.		Economic Awareness Consumer Sense To know and understand financial terms such as loan, interest, tax and discount.		Enterprise Generating Income To know and understand the principles of enterprise. To understand profit and loss.	



NUTFIELD CHURCH CE PRIMARY SCHOOL
WELLBEING CURRICULUM OVERVIEW 2024/2025

			<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>Raising Money To know and understand the principles of charity work.</p> <p>Secondary Transition</p>	
<p>Knife/Gun Crime</p> <p>London Knife Crime Strategy in Schools</p>	<p>Identifying Need</p> <p>Identifying issues that are important to children.</p>	<p>Attitudes and Values</p> <p>Explore attitudes and values surrounding knife/gun/weapon crime.</p>	<p>Risks and Consequences</p> <p>Discussion of the risks and consequences of carrying a knife/gun/weapon.</p>	<p>Conflict and Choice</p> <p>Explore how conflict can be managed or avoided.</p>	<p>Assessing and Avoiding Risk</p> <p>Explore risk and how it can be managed.</p>	<p>Influences and Choices</p> <p>Explore positive and negative influences in the children's lives and the choices they have.</p> <p>Solutions and Strategies Explore solutions to violence and conflict at an individual and societal level.</p>
<p>Outdoor learning focus: Trinity Farm</p>	<ul style="list-style-type: none"> • Train as Farm Managers • Research the wellbeing benefits of having animals in school • Establish a daily routine for tending the farm and it's up-keep • Establish a rota of care for all the farm animals 		<ul style="list-style-type: none"> • Continue to tend the garden area • Continue to tend the farm grounds • Support the preparation of the goat enclosure • Identify the resources and equipment need to care for pygmy goats • Inform the school community of the new farm animals through a range of comms 		<ul style="list-style-type: none"> • Continue to tend the garden area • Continue to tend the farm grounds • Survey the school community regarding other farm animals • Research into the feasibility of acquiring new animals 	



NUTFIELD CHURCH CE PRIMARY SCHOOL WELLBEING CURRICULUM OVERVIEW 2024/2025

	<ul style="list-style-type: none"> • Research Pygmy Goats and how to look after them • Research into guinea pig breeds and their care • Tend to the flower and vegetable beds 	<ul style="list-style-type: none"> • Contribute to the Wellbeing Newsletter 				
PE	Tag Rugby	Handball	Dodgeball	Basketball	Rounders	Athletics
	Wellbeing Theory, Wellbeing+, PSHE, RSHE, P4C	Gymnastics	Wellbeing Theory, Wellbeing+, PSHE, RSHE, P4C	Hockey	Wellbeing Theory, Wellbeing+, PSHE, RSHE, P4C	Dance
P4C Focus to be linked with the year group curriculum and the wellbeing topics in this overview	<p>Philosophy for Children (p4c) is a pedagogy that helps to build communities, develop critical and creative thinking, oracy and well-being. The sequence of enquiry: Preparation. Presentation of stimulus, Thinking time. Question-making. Questions-airing. Question choosing. First words. Middle words. Last thoughts. Review (and plan).</p> <p>Teachers will use a range of open procedural question. To view these, see the final page of this document.</p>					



Philosophy for Children (P4C)

Open Procedural Questions

Information-processing questions (listening and clarifying)

- 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?



NUTFIELD CHURCH CE PRIMARY SCHOOL
WELLBEING CURRICULUM OVERVIEW 2024/2025

- 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?