

Newby and Scalby Primary School Curriculum Overview

PSHE & Citizenship – Becoming an Active Citizen

Year 1 Learning	
K & S	<ul style="list-style-type: none"> I can express a simple opinion, agreement and disagreement I can respectfully ask questions and listen to the answers I play a full part in the life of my classroom I can agree and follow rules for my group and classroom I understand the role of the school council and I am able to vote for the members and if chosen to be on the school council I can represent the views of others <p>Taught input – Spring 1</p>
V	Do you know, I think, I feel, I know, I challenge, agree, disagree, because, fair, belonging, yes, no, rules, democracy, vote, who, what, where, when, how, why
E	<p>Weekly Whole School Assembly – PSHE/Academic Resilience focus for the week</p> <p>Weekly Celebration Assembly – based on the PSHE/Academic Resilience focus for the week</p> <p>Weekly Class Assembly – class PSHE focus</p> <p>Recycling – Materials Theme</p> <p>RE Themes</p> <p>Charity Days</p>

Newby and Scalby Primary School Curriculum Overview

PSHE & Citizenship – Becoming an Active Citizen

Year 2 Learning	
K & S	<ul style="list-style-type: none"> • I can take part in discussions/simple debate with others about topical issues • I know that people and other living things have needs and recognise my own responsibility to meet those needs • I can contribute positively to the life of the class and the school • I understand the role of the school council, am able to vote for the members and have contributed an idea to the school council • I know that I belong to different groups and communities i.e. school, family • I know what improves and harms the environment and about some of the ways people look after them • I know some ways to look after my environment <p>Taught input – Spring 1</p>
E	<p>Weekly Whole School Assembly – PSHE/Academic Resilience focus for the week</p> <p>Weekly Celebration Assembly – based on the PSHE/Academic Resilience focus for the week</p> <p>Weekly Class Assembly – class PSHE focus</p> <p>Looking after the school environment - Living Things Theme</p> <p>Charity Days</p> <p>RE Unit (Holy Places)</p> <p>RE Unit (Creation)</p> <p>RE Unit (What a beautiful world)</p> <p>School Council Elections and Meetings</p> <p>Library Visits</p>

Newby and Scalby Primary School Curriculum Overview

PSHE & Citizenship – Becoming an Active Citizen

Year 3 Learning	
K & S	<ul style="list-style-type: none"> • I can participate in making and changing rules • I know why different rules are needed in different situations • I know that choices we make can impact on the local, national and global communities • I know where to find impartial advice to inform my decision making • I understand the media can be biased • I can empathise with other people and situations through topical issues, problems and local and global events <p>Taught input – Spring 1</p>
E	<p>Weekly Whole School Assembly – PSHE/Academic Resilience focus for the week</p> <p>Weekly Celebration Assembly – based on the PSHE/Academic Resilience focus for the week</p> <p>Weekly Class Assembly – class PSHE focus</p> <p>Making and playing a magnetic game – Magnets and Forces Theme</p> <p>Acting out a battle (rules for different situations) Romans and Celts Theme</p> <p>Sharing out roles Christmas/Winter Cake Theme</p> <p>Charity Days</p> <p>RE Units</p> <p>School Council Elections and Meetings</p> <p>Library Visits</p>

Newby and Scalby Primary School Curriculum Overview

PSHE & Citizenship – Becoming an Active Citizen

Year 4 Learning	
K & S	<ul style="list-style-type: none"> I can acknowledge that others have different points of view both on and offline I know why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules in school I can recognise aggressive and anti-social behaviours both on and offline such as bullying and discrimination and their effects on individuals and communities, such as travellers, migrants and asylum seekers I can begin to respond to, or challenge, negative behaviours both on and offline such as stereotyping, homophobia, transphobia and biphobia and racism I understand that to resolve differences I need to respect other people's point of view and respect their decisions but be able to explain my choices and viewpoints I understand how my choices may impact on the environment I can describe the values of the school and know why they are important I can describe the 'British Values' and give examples of what they mean in school and in society I can demonstrate respect and tolerance both on and offline towards people different from myself <p>Taught input – Spring 1</p>
E	<p>Weekly Whole School Assembly – PSHE/Academic Resilience focus for the week</p> <p>Weekly Celebration Assembly – based on the PSHE/Academic Resilience focus for the week</p> <p>Weekly Class Assembly – class PSHE focus</p> <p>East Barnby</p> <p>CEL reinforced through positive learning behaviours</p> <p>Computer safety Think U know</p> <p>Living Things Science Theme (link to environmental poetry in Literacy)</p> <p>Charity Days</p> <p>School Council Elections and Meetings</p> <p>Library Visits</p> <p>PE Curriculum</p>

Newby and Scalby Primary School Curriculum Overview

PSHE & Citizenship – Becoming an Active Citizen

Newby and Scalby Primary School Curriculum Overview

PSHE & Citizenship – Becoming an Active Citizen

Year 5 Learning	
K & S	<ul style="list-style-type: none"> • I know what democracy is and how a democratic government works • I have taken part in democratic events in school (eg: voting for school council, mock election) • I understand the consequences of breaking the law and how the criminal justice system works in the UK • I know how to access local and national support groups both on and offline • I know that circumstances in other countries and cultures may be different from our own • I understand why some people have chosen to leave their country and migrate to the UK • I understand the difference between economic migrant, asylum seeker and refugee • I know about Fair Trade and what it means • I know that individual and community rights and responsibilities need to be taken into account when making decisions (eg: public enquiries, planning decisions for new roads/housing, etc.) • I understand that choices we make as individuals, a community and a nation impact internationally • I am beginning to understand that 'poverty' might have different meanings to different people in different circumstances • I can recognise and challenge stereotypes • I know where to find impartial advice to inform my decision making and understand about media bias • I can express my views confidently and listen to and show respect for the views of others • I can talk and write about my opinions confidently and listen to and show respect for the opinions of others • I can resolve differences, looking at alternatives, making decisions and explaining choices <p>Taught input – Spring 1</p>
E	<p>Weekly Whole School Assembly – PSHE/Academic Resilience focus for the week</p> <p>Weekly Celebration Assembly – based on the PSHE/Academic Resilience focus for the week</p> <p>Weekly Class Assembly – class PSHE focus</p> <p>School council elections</p> <p>RE Units (Both)</p> <p>Charity days</p> <p>Remembrance Day</p>

Newby and Scalby Primary School Curriculum Overview

PSHE & Citizenship – Becoming an Active Citizen

Year 6 Learning	
K & S	<ul style="list-style-type: none"> • I understand how democracy works in the UK at a local, regional and national scale • I understand that there are other forms of government that are not democratic and can give some examples of these • I understand what being part of a community means and I can take part more fully in school and community activities • I understand the mental health benefits of community participation and volunteering • I can demonstrate a sense of social justice and moral responsibility at school, in the community and towards the environment • I understand that everyone has human rights and that children have their own special rights set out in the United Nations Declarations of the Rights of the Child • I understand that resources can be allocated in different ways and that economic choices affect individuals, communities and the environment • I can research, discuss and debate topical issues, problems and events • I appreciate the range of national, regional, religious and ethnic identities in the United Kingdom and the benefits of being a multi-cultural nation • I am aware of how the media present information and that the media can be both a positive and negative influence • I can critique how the media present information • I can discuss controversial issues in a sensitive manner, such as terrorism, migration and racism. <p>Taught input – Spring 1</p>
E	<p>Weekly Whole School Assembly – PSHE/Academic Resilience focus for the week</p> <p>Weekly Celebration Assembly – based on the PSHE/Academic Resilience focus for the week</p> <p>Weekly Class Assembly – class PSHE focus</p> <p>Bewerley Park residential</p> <p>Dalby Forest trip</p> <p>RE Unit (Christians, humanists and me)</p> <p>RE Unit (check title)</p> <p>School Council Elections</p> <p>Charity Days</p> <p>Harvest Festival distribution</p> <p>English links to media – advertising</p> <p>English transition unit (Boy at the back of the Class and The Journey)</p> <p>Remembrance Day activities (Linked to WW1 theme)</p>