

VISION STATEMENT:

At Errington we value the whole child. Our education is bespoke, vibrant and varied and we endeavour to motivate, inspire and engage through topics that intrigue and bring awe and wonder. We believe children’s learning is elevated when they are immersed in topics that connect all aspects of learning – we are current and responsive to interest levels and global changes.

G	Global and national issues study each year
E	Exhibition of the work conducted throughout the topic
T	Thematic in its delivery
S	Sticky facts as part of a knowledge and skills based curriculum
E	Enhancement opportunities within the topic
T	Texts that are quality and at the heart of the topic.
G	Good deeds and charitable work
O	Our community – an involvement in local events/issues.

6 agreed values: friendship, respect, perseverance, responsibility, kindness and creativity

The whole child curriculum

Intent	Implementation	Impact
Weave through our school ethos rather than being taught in separate lessons Promotes fundamental British values in school and the wider curriculum To equip children with the skills of tolerance and acceptance of difference to enable them to be respectful of diversity.	Vast majority will be delivered through cross curricular activities as well as specific SMSC teaching activities. Circle time, discussions, one to one sessions – however staff deem appropriate for the needs of the child to talk and discuss any issues as they arise or to further discuss topics which require them to think, pose questions and formulate their own ideas about the person that they will be.	A rounded, conscientious child who show empathy, kindness and resilience for themselves and others. A school community where every one is valued for their own talents and for who they are.

All children will experience through social, moral and **citizenship education**:

Social	Moral	spiritual	cultural
Use of a range of social skills in different contexts, including working and socialising with pupils from different religions, ethnic and socio-economic backgrounds.	Ability to recognise the difference between right and wrong, fair and unfair and their readiness to apply this understanding in their own lives. To recognise what they like and dislike	Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people’s feelings and values.	Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
Willingness to participate in a variety of social settings, co-operating well with others and being able to resolve conflicts effectively	Understanding of the consequences of their behaviour and actions.	Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible	Willingness to participate in, respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.
Interest in, and understanding of, the way communities and societies function at a variety of levels.	Interest in investigating and offering reasoned views about moral and ethical issues.	Use of imagination and creativity in their learning	Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities
Play and share experiences as a whole school to support their social development	Ability to develop an acceptance of other people, understanding the importance of identifying and combatting discrimination.	Willingness to reflect on their experiences.	Ensure children are exposed to a wide range of literature, music and information to enhance their cultural development
To recognise, name and deal with their feelings in positive ways	To share their opinions on things that matter to them and explain their views.	Encourage and praise children’s ability to ask questions and share ideas in a highly respectful manner so that they feel supported and knowledgeable.	
To think about themselves, learn from their experiences and recognise what they are good at.	To take part in discussions with one other person and the whole class.		
To agree and follow rules for the group and classroom, and understand how rules help them	To ask for help i.e. family, friends, midday supervisors		

That they belong to various groups and communities, such as family and school	To realise that people and other living things have needs and that they have responsibilities to meet them		
What improves and harms their local, natural and built environments and about some of the ways people look after them	Take part in discussions, meet and talk with people and develop relationships between work and play		
Rules for, and ways of, keeping safe including basic road safety and about people who can help them to stay safe.	To contribute to the life of the class and school		
	That there are different types of teasing and bullying, that bullying is wrong and how to get help to deal with bullying.		
Examples of	Examples of experiences offered:	Examples of experiences offered:	Examples of experiences offered:
<p>Building and encouraging new friendships</p> <p>Working together to create a community project</p> <p>Learning from experts – asking questions to learn more</p> <p>Sharing the experience of making something with others – showing collaboration</p> <p>Sharing our mindfulness with our families</p> <p>Working as a team</p> <p>Team based projects and how working together provides better outcomes for all.</p> <p>An ability to understand other perspectives and to show empathy for others which includes different backgrounds, cultures and contexts</p> <p>Show compassion and respect for others</p> <p>An ability to see something from someone else’s point of view</p> <p>Show caring, kindness and respect of others no matter how different or alike the person or viewpoint is</p> <p>Difference is embraced, encouraged and respected.</p>	<p>A morally aware pupil will develop a wide range of skills: Distinguish right from wrong, based on knowledge of the moral code of their own and other cultures</p> <p>Develop an ability to think through the consequences of their own and others’ actions</p> <p>Have an ability to make responsible and reasoned judgements.</p> <p>Ensure a commitment to personal values and values that the school actively promotes.</p> <p>Have respect for others’ needs, interests and feelings, as well as their own.</p> <p>Develop a desire to explore their own and others’ views, and an understanding of the need to review and to re-assess their values, codes and principles in the light of the experience.</p> <p>Promote racial, religious and other forms of equality through collective worship and global learning</p> <p>Encouraging pupils to partake in discussion forums which focus on the moral and values explored in whole school assemblies</p> <p>Developing an open and safe learning environment in which pupils can express their views and practise moral decision making.</p> <p>Rewarding expressions of moral insights and good behaviour</p>	<p>Curiosity and mystery</p> <p>Awe and wonder</p> <p>Connection and belonging</p> <p>Heightened self-awareness</p> <p>Prayer and worship</p> <p>Deep feelings of what is felt to be ultimately important</p> <p>A sense of security, well-being, worth and purpose</p> <p>School will develop a climate or ethos within which all pupils can grow and flourish, respect others and be respected, accommodating difference and respecting the integrity of others.</p> <p>These can occur during any part of the school day: e.g when listening to music, discussing the care needed for animals, exercising sympathy or creativity, how we live, contemplating their future etc.</p>	<p>Celebrating international and national days of celebration and reflection – understanding why and showing empathy</p> <p>Extended cultural awareness</p> <p>Re-telling stories from other cultures</p> <p>Visiting places from cultures different to their own, knowing how to behave and why</p> <p>Celebrating special days in school</p> <p>Sharing our own experiences with others.</p> <p>Theme days reflect diversity and difference</p> <p>An understanding of beliefs, cultures and traditions</p> <p>An understanding of what gives each individual their own identity and why</p>

GLOBAL LEARNING – taken from the geography curriculum – intent, implementation and impact is there.

	Early Years	Y1 knowledge	Y1 skills	Y2 knowledge	Y2 skills	Y3 knowledge	Y3 skills
Global Learning (making link to the global Goals)	N/A	GG – Zero hunger	GG – Quality Education	GG 15 – Life on Land (wildfires)	GG 7 – Affordable and clean energy	GG 16 – Peace, justice and strong institutions.	GG – Good Health and Wellbeing (tourism)

	Year 4 knowledge	Y4 skills	Y5 knowledge	Y5 skills	Y6 knowledge	Y6 skills
	GG – Life below water	GG1 – sustainable cities communities	GG 13 – climate change deforestation and biomes in South America GG – life below water	GG 12 – responsible production and consumption	GG 9 – industry, innovation and infrastructure	GG 5 – gender inequality Use of wind turbines and the climate effects of using the minerals from the ground to make the turbines and chips in phones.

Healthy relationships, health and sex education

Intent	Implementation	Impact
Jigsaw, the mindful approach to PSHE, brings together Personal, Social, Health Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. We aim to equip children with essential skills for life; it intends to develop the whole child through carefully planned and resourced lessons that develop the knowledge, skills and attributes children need to protect and enhance their wellbeing. Children will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them.	We plan units of work that recall and build upon previous learning, exploring the underlying principles of PSHE education regularly at a depth that is appropriate for the age and stage of the child. We signpost key words, building a rich vocabulary to develop understanding. We deliver our PSHE in a creative manner, using many approaches such as role play, discussion and games with groups of various sizes. These activities enable children to build confidence and resilience. Resources are also provided for communicating with parents and carers about how and why each theme is covered and suggestions for extending the learning at home.	Successful PSHE education can have a positive impact on the whole child, including their academic development and progress, by mitigating any social and emotional barriers to learning and building confidence and self-esteem. Evidence suggests that successful PSHE education also helps disadvantaged and vulnerable children achieve to a greater extent by raising aspirations and empowering them with skills to overcome barriers they face.

	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
Early years	I can explain why my class is a happy and safe place to learn. I can give different examples where I or others make my class happy and safe.	I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special. I can explain what bullying is and how being bullied might make somebody feel.	I can explain how I feel when I am successful and how this can be celebrated positively. I can say why my internal treasure chest is an important place to store positive feelings.	I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. I can give examples of when being healthy can help me feel happy.	I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships. I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.	I can compare how I am now to when I was a baby and explain some of the changes that happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva and give reasons why they are private. I can explain why some changes I might experience might feel better than others.
1	I can explain why my behaviour can impact on other people in my class. I can compare my own and friends' choices and can express why some choices are better than others.	I can explain that sometimes people get bullied because they are different; this might include people who do not conform to gender stereotypes. I can explain how it feels to have a friend and be a friend. I can also explain why it is ok to be different from my friends.	I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how it felt to be part of a group and can identify a range of feelings about group work.	I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/unsafe choices. I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.	I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. I can give examples of some of the different problem-solving techniques and explain how I might use them in certain situations.	I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel ok and others don't. I can tell you what I like and don't like about being a boy/girl and getting older, and recognise that other people might feel differently to me.
2	I can explain how my behaviour can affect how others feel and behave. I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.	I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation e.g. solve it together or asking for help.	I can explain the different ways that help me learn and what I need to do to improve. I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.	I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping safe and healthy including who to go to for help. I can express how being anxious/scared and unwell feels.	I can explain how my life is influenced positively by people I know and also by people from other countries. I can explain why my choices might affect my family, friendships and people around the world who I don't know.	I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.
3	I can explain why being listened to and listening to others is important in my school community. I can explain why being democratic is important and can help me and others feel valued.	I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.	I can plan and set new goals even after a disappointment. I can explain what it means to be resilient and to have a positive attitude.	I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure.	I can recognise how people are feeling when they miss a special person or animal. I can give ways that might help me manage my feelings when missing a special person or animal.	I can summarise the changes that happens to boys and girls' bodies that prepare them for making a baby when they are older. I can explain some of the choices I might make in the future and some of the choices that I have

		I can explain why it is good to accept myself and others for who we are.				no control over. I can offer some suggestions about how I might manage my feelings when changes happen.
4	I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.	I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation. I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.	I can compare my hopes and dreams with those of young people from different cultures. I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.	I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. I can summarise different ways that I respect and value my body.	I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure. I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.	I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception. I can express how I feel about the changes that will happen to me during puberty. I accept these changes might happen at different times to my friends.
5	I can explain how my choices can have an impact on people in my immediate community and globally. I can empathise with others in my community and globally and explain how this can influence the choices I make.	I can explain ways in which difference can be a source of conflict or a cause for celebration. I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.	I can explain different ways to work with others to help make the world a better place. I can explain what motivates me to make the world a better place.	I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.	I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.
6	I can compare my self-identity with how I believe others see me. I can explain some of the factors that may affect my self-identity. I can explain why it is important that I am a unique individual and can also explain how my self-identity has been influenced by past events and experiences. I can express a level of independence while maintaining positive relationships with others.	I can explain why different forms of positive and negative prejudice and discrimination happen. I can challenge my own and others' attitudes and values and accept difference in others. I can explain how different forms of positive and negative prejudice and discrimination might make people feel. I can offer strategies to support those involved.	I can explain how internal and external factors might affect my own dreams and goals as I get older. I can explain why breaking a dream or goal into smaller steps is helpful. I can offer a range of strategies that I could use to overcome obstacles and remain positive.	I can explain how emotions are linked to physical health in a variety of ways. I can also explain that emotions can play a part in making healthy/less healthy choices, and also that healthy/less healthy choices can impact on emotions. I can explain why it is important to express my feelings and manage them positively to help me make responsible choices. I can offer strategies that I could use to do this.	I can explain a range of feelings that people may experience within different social groups and social contexts and how this may relate to their behaviour. I can explain the feelings I might experience in different social groups and different social contexts and how these might manifest in my behaviour. I can offer strategies to help me manage these feelings.	I can explain why some personal and family changes happen. I can explain ways that I can give emotional support to myself and others during times of personal change.

British Values – a curriculum to actively promote democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

Intent	Implementation	Impact
To ensure that children become valuable and fully rounded members of society who treat others with respect and tolerance, regardless of background. To ensure that young people understand the importance of respect and leave school fully prepared for life in modern Britain.	We will do this by using suitable parts of the curriculum at an appropriate stage to demonstrate strengths, advantages and disadvantages and how the law works in Britain, contrasting to other forms of governments in other countries.	A community that promotes tolerance and acceptance on all levels, where difference is embraced and celebrated – a community where the individual can thrive.

	<p>To ensure that all pupils within school have a voice to be listened to and that they can demonstrate how democracy works by actively promoting democratic processes such as the school council whose members are voted for by the pupils.</p> <p>To use opportunities such as general and local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view</p> <p>To consider the role of extra-curricular activity, including any run directly by pupils, in promoting British Values</p>	
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Early years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To have an age appropriate understanding of democracy, the rule of law, individual liberty, mutual respect and tolerance.	To have an age appropriate understanding of democracy, the rule of law, individual liberty, mutual respect and tolerance.	To have an age appropriate understanding of democracy, the rule of law, individual liberty, mutual respect and tolerance.	To have an age appropriate understanding of democracy, the rule of law, individual liberty, mutual respect and tolerance. I can understand how citizens can influence decision-making through the democratic process. I understand that the freedom to hold other faiths and beliefs is protected in law. I can accept that people have different faiths or beliefs to myself/or having none should be accepted and tolerated, and should not be cause of prejudicial or discriminatory behaviour. I can understand the importance of identifying and combatting discrimination.	To have an age appropriate understanding of democracy, the rule of law, individual liberty, mutual respect and tolerance. I can understand how citizens can influence decision-making through the democratic process. I understand that the freedom to hold other faiths and beliefs is protected in law. I can accept that people have different faiths or beliefs to myself/or having none should be accepted and tolerated, and should not be cause of prejudicial or discriminatory behaviour. I can understand the importance of identifying and combatting discrimination.	To have an age appropriate understanding of democracy, the rule of law, individual liberty, mutual respect and tolerance. I can understand how citizens can influence decision-making through the democratic process. I understand that the freedom to hold other faiths and beliefs is protected in law. I can accept that people have different faiths or beliefs to myself/or having none should be accepted and tolerated, and should not be cause of prejudicial or discriminatory behaviour. I can understand the importance of identifying and combatting discrimination.	To have an age appropriate understanding of democracy, the rule of law, individual liberty, mutual respect and tolerance. I can understand how citizens can influence decision-making through the democratic process. I understand that the freedom to hold other faiths and beliefs is protected in law. I can accept that people have different faiths or beliefs to myself/or having none should be accepted and tolerated, and should not be cause of prejudicial or discriminatory behaviour. I can understand the importance of identifying and combatting discrimination.

Financial education – Young money financial education planning framework 3-11 years.

	Early years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
How to manage money	I know there are different coins and notes I can describe and name different coins and notes.	I am beginning to understand that coins and notes can have different values.	I know the value of the coins and notes I use and can put them in the correct order of value. I know there are ways of keeping track of my money and what I spend i.e. keeping a diary.	I can recognise and choose the correct value of coins and notes to use and calculate change. I can keep simple financial records i.e. recording the amount saved in a money box and how it has been used.	I know that cash is only one way to pay for goods and services. I know some different ways if keeping track of my money i.e. counting, keeping receipts.	I understand the reasons using different forms of payment including the different between debit and credit cards. I understand why it is important to keep track of my saving and spending.	I know that different forms of money are used in other countries. I know I need to check and keep basic financial information. I can carry out simple calculations based on exchange rates. I can use simple financial information to plan and manage a basic budget and keep track of my spending.
Becoming a critical consumer	I know that I can spend money in different places and on different things i.e. buying toys or going on a bus I know I can save some of my money to use later i.e. money box	I am beginning to understand that people may make different choices about how to spend or save their money.	I know I have choices about saving and spending my money. I know that my own needs and wants may be different to those of other people.	I can make a simple plan for saving and spending choices and stick to it. I can explain the difference between something that I need and something I might want.	I know that the decisions I make about saving and spending my money can be influenced by and have an impact on other people.	I can take account of other people's ideas and opinions when making decisions about saving and spending my money. I can make spending decisions based on my priorities, needs and wants.	I know that advertising is used to persuade me to spend my money. I know that some things are better value for money than others. I can recognise when my choices around money are

					I know how to prioritise between needs and wants.		being influenced by advertising.
Managing risks and emotions associated with money	I know that I need to look after my money.	I can describe the way money makes me feel. I am beginning to understand that other people may have different feelings to my own about money.	I know I can keep money in different places and that some places are safer than others e.g. in a bank. I know I can save my money to use later instead of spending it all now.	I am beginning to understand the consequences of losing money or having it stolen and how it might make me feel. I am beginning to understand why saving money can be important and how that makes me feel.	I know I can keep my money in a standard or online bank account and what benefits that may have. I know that if I don't have enough money I may have to borrow, but that if I do I will have to pay it back.	I understand managing money can be complex and using an account is one way of making it easier e.g. receiving updates. I am beginning to understand that I can pay for things without having enough money and that this has consequences i.e. I could get into debt.	I can describe some ways to keep my money and personal information safe when using the internet. I can explain some of the benefits of saving, and some of the risks involved in borrowing money.
Understanding the important role money plays in our lives	I am beginning to know that I will need to use money in different ways.	I can name different ways money can be used i.e. saving, spending, giving. I am beginning to understand why money is used.	I know my money comes to me in different ways. I know that money has developed in many different forms throughout history i.e. barter, coins, shells.	I understand that money will come to me in different ways in the future i.e. being paid for working. I understand that money will continue to develop in a variety of forms in the future.	I know that there is a range of jobs – paid or unpaid. I know why it is important to help others e.g. donating to charity.	I can describe different jobs that I might do to earn money when I am older. I can explain how my spending decisions can help support others e.g. buying fair trade products.	I can describe how having a job will allow me to achieve certain goals in my life including financial ones. I can describe some ways in which the government uses money to provide for my needs and those of the local community.

Emotional health/coping strategies – focus around emotional resilience – principles for Headstarters

Early years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I begin to make friends with others. I know how to tell someone if I am upset and know who can help me.	I know when I am feeling sad or happy and begin to talk to someone about how I am feeling. I show empathy for others and begin to understand how my actions affect others.	I am beginning to take responsibility for my own actions. I develop strong relationships and begin to know how to repair a relationship if there is a falling out. I know where and with whom I can talk if I am feeling worried or sad.	I can share my success with others and also take pleasure from others' successes – showing empathy and kindness. I am beginning to develop skills to help others resolve conflict and use my skills to make others feel happier or more included.	I have a wider set of friendship groups and have developed skills to maintain friendships and know how to repair a falling out. I am aware of how others may be feeling around me and know how to support others. I am accepting of difference and embrace this.	I am acutely aware of how my actions affect others and know how to resolve issues that have arisen independently. I am aware of different emotions and moods and where help may be needed and where this can be sought. I communicate effectively to support my own emotions and others.	I am an active role model across the school demonstrating how to make positive decisions that affect me and my peers. I listen, support and offer advice to others and know where to seek further advice. I demonstrate resilience and determination after set-backs and look for solutions to bring about success.