























Activities	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <b>Trips &amp; Visits</b>	<b>Whole class visits to Glenfield Library-Autumn Term</b>						
	<b>Festive Panto Performance in school</b>			<b>Theatre Visit- December</b>			
	<b>Gorse Hill Farm</b> (Understanding The World)	<b>Local Area Walk</b> (Geography)  <b>Botanical Gardens</b> (Science)  <b>Small Animal Handling</b> (Science/PSHE)  <b>Fire Fighter Visit</b> (PSHE)	<b>Twycross Zoo</b> (Science)	<b>Leicester Museum and Art Gallery</b> (History)  <b>Local Area Walk</b> (Geography)	<b>Think Tank Museum</b> (Science)  <b>Roman Day</b> (History)  <b>Bosworth Battlefield</b> (History)	<b>Space Centre</b> (Science)  <b>Beaumanor Hall WW2</b> (History)	<b>Harry Potter Warner Bro Studios</b> (English)  <b>Warning Zone</b> (PSHE)  <b>Galleries of Justice</b> (History)
 <b>Residential</b>					Discovery Trip to Ravenstor in Spring		Condover Multi-Activity-Summer
 <b>RE Visit</b>	St Peters Church (UTW)	Local Church	Leicester Cathedral		Hindu Temple	Synagogue Visit (in school)	Mosque
	<b>Religious Assemblies</b>	Chinese New Year (UTW)	Harvest Festival	Easter Assembly	Vaisakhi	Diwali Assembly	Rosh Hashanah
 <b>STEM Week/ British Science Week</b>	<b>British Science Week</b> The school is involved with British Science Week activities each year. This usually takes place in March. Children take part in themed activities and take part in live lessons and assemblies.						
 <b>Charities</b>	Whole school fundraising and awareness days take place for Children in Need and Comic/Sports Relief. This is led by the School Council.  Other charities are highlighted and supported that are linked to the school's context. These have included – World Diabetes Day and No Pens Day.						





 <p><b>Mental Health Awareness</b></p>	<b>World Kindness Day and Children's Mental Health Week</b>						
 <p><b>Safer Internet</b></p>	<b>Safer Internet Day February Whole School Awareness &amp; assembly</b>						
 <p><b>Anti-Bullying</b></p>	<b>Anti-Bullying Week</b> – This includes assemblies, classwork and discussion. <b>Anti-Bullying Policy</b> – Created in line with the <i>Beyond Bullying Award</i> with the school council. <b>Weekly Assembly Themes</b> – Assembly themes each week focus on key characteristics and values.						
 <p><b>Class Assembly</b></p>	<b>Throughout the academic year, classes showcase their learning to parents. This includes sharing information, artwork, reading and music.</b>						
 <p><b>Performance &amp; Drama</b></p>	Nativity performance	Christmas performance Harvest assembly	Christmas sing along with parents	Christmas sing along	Christmas performance Cultural dances in PE	Christmas Carol Service	End of year production Christmas songs
<p><b>PSED</b> - Know and talk about the different factors that support their overall health and wellbeing:          - regular physical activity          - healthy eating          - toothbrushing          - sensible amounts of 'screen time'          - having a good sleep routine          - being a safe pedestrian</p>	<p><b>PSHE</b> – healthy foods, basic hygiene, physical activity, different types of play (balancing indoor, outdoor and screen-based play)</p>	<p><b>PSHE</b> – routines and habits for maintaining good mental health, importance of sleep and rest, how to manage big feelings (e.g. loss, change, bereavement), when and how to ask for help, ways to feel good/calm down (e.g. music, spending time with others)</p>	<p><b>PSHE</b> – strategies to identify and discuss our feelings and different ways to express them, how feelings change overtime and become more/less powerful, things that affect our feelings positively or negatively.</p>	<p><b>PSHE</b> – how to maintain a balanced lifestyle physically and mentally</p>	<p><b>PSHE</b> – healthy sleep strategies, benefits of being outdoors on our mental health.</p>	<p><b>PSHE</b> – importance of mental health, mental ill-health can affect anyone and how to resolve difficulties with help and support, impact of negative experiences on mental health, positive strategies for managing feelings and how to seek help when needed, process of grief, impact of time online on mental health.</p>	
<p><b>Computing</b> - Keeping passwords safe and secure Reporting pop ups to a trusted adult</p> <p><b>PSED</b>- Build constructive and respectful relationships</p>	<p><b>Computing:</b> Demonstrate understanding of importance of online safety, using their own private usernames and passwords Penguin Pig – to understand that people on-line are not always who they say they are.</p> <p><b>PSHE</b> – Media Literacy and Digital Resilience – how and why people use the internet, the benefits of it and how to communicate safely.</p>	<p><b>Computing:</b> Contribute their ideas about communicating appropriately and relate online and off-line appropriate behaviour. Relate creation of digital footprint to search history &amp; contribute to class discussion about this in relation to online safety</p> <p><b>PSHE</b> – Media Literacy and Digital Resilience –how to access the internet, recognise that information online might not be true.</p>	<p><b>Computing:</b> Appraise accuracy of information shared on a website and provide suitable evidence to support their decisions on whether it is trustworthy or not.</p> <p><b>PSHE</b> – Media Literacy and Digital Resilience – age-ratings for online games, how to make safe choices online, how to report something which is inappropriate.</p>	<p><b>Computing:</b> Understand how to protect themselves from online identity theft. Identify positive and negative influences of technology on health and the environment.</p> <p><b>PSHE</b> – Media Literacy and Digital Resilience –digital footprint, how organisations use personal information, online adverts.</p>	<p><b>Computing:</b> Be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online. Review responsibility to one another in online behaviour.</p> <p><b>PSHE</b> – Media Literacy and Digital Resilience – how to determine if information is factual, biased or untrue, understand some content can promote stereotypes, how devices store and share information.</p>	<p><b>Computing:</b> Identify secure sites by looking for privacy seals of approval, e.g. https, padlock icon. Understand the importance of balancing game and screen time with other parts of their lives</p> <p><b>PSHE</b> – Media Literacy and Digital Resilience – how online images can be faked, altered or manipulated; social media age restrictions and risks, how content can manipulate people's emotions and encourage people to read or share things, rules and laws regarding internet use.</p>	
<p><b>PSHE</b>- Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers</p> <p>Show sensitivity to their own and others' needs</p>	<p><b>PSHE</b> – kind and unkind behaviour and how they make others feel. Respecting ourselves and others - How behaviour affects others; being polite and respectful</p>	<p><b>PSHE</b> – how to be a good friend, strategies for positive play, resolving arguments between friends, types of bullying and what to do, difference between happy surprises and secrets, resisting pressure.</p>	<p><b>PSHE</b> – effects and consequences of bullying on all involved, comparing online bullying and face to face bullying.</p>	<p><b>PSHE</b> – difference between playful teasing and bullying, difference between playful dares and those which are unsafe, managing pressure associated with dares, when it is right to share a secret.</p>	<p><b>PSHE</b> – peer influence and need of peer approval, resolving conflict, what discrimination means and types of discrimination (racism, sexism, homophobia), trolling and harassment online.</p>	<p><b>PSHE</b> – risks of online challenges/dares, managing conflict online.</p>	

 <p><b>Safety</b></p>	<p>People who help us talking about the fire service and police.</p> <p>Fire Service Visit- The Fire Engine Police visit- The police car or van</p>	<p><b>PSHE</b> - Leicestershire Fire and Rescue Service Visit</p>	<p><b>PSHE</b> – how to keep safe at home in relation to electrical appliances and fire safety, how to dial 999 in an emergency and what to say. PSHE – how to dial 999 in an emergency, how to respond if there is an accident or someone is hurt. PSHE – recognise risks in everyday situations including water safety.</p>	<p><b>PSHE</b> – fire safety at home and the importance of smoke alarms, firework safety. How to keep themselves safe in the local environment and unfamiliar places including water safety.</p> <p><b>PE</b> - Swimming lessons each week Autumn 2 – Summer 2</p>	<p><b>PSHE</b>- Medicines and household products; drugs common to everyday life</p>	<p><b>PSHE</b> - Leicester Fire &amp; Rescue service visit.</p> <p><b>PSHE</b> – how to deal with common injuries and use basic first aid techniques.</p> <p><b>Bikeability</b> Sessions</p>	<p><b>Warning Zone Visit</b> Fire Safety/ Safety outside/ Personal Safety/Water safety/ Railways and Water</p> <p><b>PSHE</b> - First Aid workshop</p> <p><b>PE</b> - Swimming for the children who haven't completed previously</p>
 <p><b>World Book Day</b></p>	<p><b>On World Book Day, pupils and staff dress up as characters, take part in a Masked Reader competition and activities led by the school's Reading Ambassadors.</b></p>						
 <p><b>Remembrance Day</b></p>	<p><b>The school observes a period of silence as part of a whole school assembly. Children complete related artwork and PSHE activities.</b></p>						
 <p><b>LCFC Primary Stars</b></p>			<p>LCFC Coaches support PE teaching</p>		<p>Writing interventions Forest School</p>	<p>Primary Stars Coach supports with lessons Forest School</p>	<p>Forest school High School transition workshop</p>
 <p><b>Leicester Riders</b></p>						<p><b>PSHE</b> - Hoop4Health Roadshow</p>	
 <p><b>Active Travel</b></p>	<p>The school takes part in Active Travel schemes – encouraging children to walk, scoot or cycle to school. Special weeks give children the opportunity to complete class charts for certificates. There are spaces within school for children to bring their bike or scooter to school.</p>						
 <p><b>Black History Month</b></p>	<p>During Black History Month, classes cover a range of texts and learn about important and influential people. Activities take place throughout October – in class and through whole school assemblies.</p>						
 <p><b>Zones of Regulation</b></p>	<p>All classes use Zones of Regulation to help children to develop emotional self-regulation and control. The zones are introduced at an age appropriate level at the beginning of each year. In class, there are displays to support children to select strategies linked to the zone they feel they are in.</p>						
 <p><b>Assembly Themes - R2R</b></p>	<p>As a school, we promote our Route to Resilience characteristics: Perseverance, Tolerance, Kindness, Resilience, Self-Control, Creativity, Integrity, Communication, Community, Humility, Courage, Independence. These characteristics form the core of weekly assembly themes and are followed up in class by teachers.</p>						
 <p><b>Environmental Awareness</b></p>		<p><b>PSHE</b> – how we can look after the environment by recycling</p>		<p><b>Geography</b> – rivers and pollution. Human impact on the environment.</p>	<p><b>Geography</b> Climate Zones Eco-systems</p>	<p><b>Geography</b> Rainforests and South America</p> <p><b>PSHE</b> – Protecting the environment</p>	



# Glenfield Primary School

British Values Curriculum

Activities	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <b>Democracy</b>	Throughout the academic year, children have an opportunity to be involved in decision making for class and school-based events. This includes: voting for school councillors and deciding on whole class rules and rewards. Children learn about voting and the importance of fairness and democracy through PSHE lessons in particular. Through History teaching, children learn about key individuals and events linked to democracy and its importance.						
 <b>Rule of Law</b>	School and class rules are shared with all pupils and staff at the beginning of each year. Children earn rewards by following the class rules and these are celebrated in achievement assemblies, Star of the Week trophies and in-class rewards. The school has an overarching rule of being 'Safe, Ready and Respectful' with clear expectations for moving around school. Below, the areas covered in PSHE for each year group are below.						
	<b>PSHE</b> - Assisting children in learning what is right and wrong and why, help develop an understanding of consequences.	<b>PSHE</b> – rules in different situations (e.g. home, school, outside), how rules keep us safe (including online), age restrictions.	<b>PSHE</b> – rights and responsibilities they have at school and in the wider community.	<b>PSHE</b> – reasons for rules and laws in wider society, importance of abiding by the law and what happens when laws are broken.		<b>PSHE</b> – Laws regarding FGM	<b>PSHE</b> – laws relating to drugs, marriage and discrimination.  <b>Trips and Experiences</b> – Warning Zone and Galleries of Justice.
 <b>Respect &amp; Tolerance</b>	Throughout the academic year, we mark important events such as: Anti-Racism Week, Anti-Bullying Week and Black History Month. In our PSHE lessons, we focus on equality and celebrating difference. Our key school rule of being 'safe, ready and respectful' underpins our approach to ensuring respect between each other. We ensure through our RE curriculum that children gain an understanding of the world around them. In most year groups, children visit places of worship to support their learning about religions that may have beliefs that differ to their own.						
	Developing an inclusive ethos where everybody is listened to and respected. Children will be taught about similarities and differences between themselves and others and among families, faiths, communities and cultures.	<b>PSHE</b> – respecting differences, kind and unkind behaviour, types of families.	<b>PSHE</b> – recognising that everyone is equal, considering groups we belong to, how to be a good friend and resolving arguments.	<b>PSHE</b> – respect and courtesy in different cultures.	<b>PSHE</b> – recognise differences (gender, race, faith) and respecting others including how to discuss difference sensitively.	<b>PSHE</b> – personal identity (race, sex, gender, faith, culture, etc), what discrimination is (e.g. homophobia, sexism, racism).	<b>PSHE</b> – the difference between prejudice and discrimination, how to safely respond to and challenge discrimination, recognise stereotypes and how to challenge them.
 <b>Individual Liberty</b>	Through our curriculum offer we intend to support pupils to develop their self-esteem and confidence. We encourage children to take responsibility for their behaviour and understand their rights. We encourage children to have and share their opinions through discussion and challenge. In PSHE and eSafety, we focus on challenging stereotypes and ensuring that children have a secure understanding that individuals have the right to make their own choices.						
	Providing opportunities for children to follow their own interests. Help instil in children a confidence in their own ability, allow them to take their own risks. Help children to develop their own thoughts and ideas and understand that it is ok when they differ to the opinions of others.	<b>PSHE</b> – Respecting ourselves and others. How behaviour affects others.  <b>PSHE</b> – Money and Work – including strengths and interests.	<b>PSHE</b> – Safe relationships – resisting pressure and getting help.  <b>PSHE</b> – Respecting ourselves and others – sharing opinions.	<b>PSHE</b> – The importance of self-respect.  <b>PSHE</b> – Job stereotypes and personal goals.	<b>PSHE</b> – Positive friendships  <b>PSHE</b> – Respecting differences and similarities. Discussing difference sensitively.	<b>PSHE</b> – Recognising prejudice and discrimination  <b>PSHE</b> – Managing friendships and peer influence  <b>PSHE</b> – Personal identity; recognising individuality; mental wellbeing.	<b>PSHE</b> – Expressing opinions and respecting other points of view.  <b>PSHE</b> – Recognising and managing pressure. Consent in different situations.  <b>PSHE</b> – Valuing diversity and challenging stereotypes.  <b>PSHE</b> – Managing transitions.



# Glenfield Primary School

*Protected Characteristics*

**It is important that all children gain an understanding of the world they are growing up in, and learn how to live alongside, and show respect for, a diverse range of people. Below, you can find detail about how we cover the range of protected characteristics through our curriculum offer. This may be through direct teaching or the thoughtful use of text and resources to promote inclusion.**

<b>Age</b>	<ul style="list-style-type: none"> <li>• EYFS – Marvellous Me theme: Focussing on acceptance of difference and celebration of self.</li> <li>• Y2 – human life cycle (young to old) and how we change</li> <li>• Y4 - To recognise and celebrate our differences</li> </ul>
<b>Disability</b>	<ul style="list-style-type: none"> <li>• EYFS – Marvellous Me unit covers wide variety of different people and acceptance</li> <li>• Sp&amp;L – Developmental Language Delay, No pens afternoon for speech and language UK</li> <li>• Integration of children from speech and language into mainstream classrooms and free time.</li> <li>• Wheelchair basketball (All years)</li> <li>• SportsAbility festivals (Speech &amp; Language Provision)</li> <li>• Texts such as ME and Mr P (Year 4) and The Boy at the Back of the Class (Year 6) promote understanding of disability.</li> </ul>
<b>Gender</b>	<ul style="list-style-type: none"> <li>• Y2 - History – inspirational people (Malala)</li> <li>• Y3 – Challenging stereotypes linked to jobs and careers.</li> <li>• Y4 - To recognise and celebrate our differences and discussing them sensitively in PSHE including gender</li> <li>• Y5 - Women in Space</li> <li>• Y5 – PSHE – what is discrimination including sexism, personal identify (including gender)</li> <li>• Y5 – PSHE – understand that someone’s gender identify doesn’t necessarily correspond to their biological sex.</li> <li>• Y6 – PSHE - what is means to be attracted to someone and different kinds of loving relationships, the difference between gender identity and sexual orientation and everyone’s right to be loved</li> </ul>
<b>Race</b>	<ul style="list-style-type: none"> <li>• EYFS – Marvellous Me unit covers wide variety of different people and acceptance</li> <li>• Y1 – Coming to England</li> <li>• Y2 - Reading lessons – Amazing Grace, Mae Jemison.</li> <li>• Y3 – respect and courtesy in different cultures and in different countries.</li> <li>• Y4 Text – Rumaysa: A Fairytale</li> <li>• Y4 - To recognise and celebrate our differences and discussing them sensitively in PSHE including race</li> <li>• Y5 Text – Race to the Frozen North (Matthew Henson), Long Walk to Freedom (Y5)- Reading/Writing Focus</li> <li>• Y5 – PSHE – what is discrimination including racism, the importance of diversity and inclusion at work and stereotyping in the workplace, personal identify (including race)</li> <li>• Y6 – PSHE – people who love each other can be of any gender, faith or ethnicity.</li> <li>• Anti-racism week</li> </ul>
<b>Sex</b>	<ul style="list-style-type: none"> <li>• Y1 – which parts of the body are private, types of touch (kiss, hug, etc) and giving permission.</li> <li>• Y2 - Pantosaurus, names of body parts.</li> <li>• Y4 – identify genitalia and reproductive organs and the physical and emotional changes during puberty.</li> <li>• Y5 – PSHE - wanted and unwanted physical touch, what physical touch is acceptable in different situations, giving permission and sharing secrets which make them feel unsafe.</li> <li>• Y5 – PSHE - personal identity (including sex)</li> <li>• Y5 – PSHE – understanding that FGM is against the law and what to do if they think they or someone else is at risk of FGM</li> <li>• Y6 – PSHE - what is means to be attracted to someone and different kinds of loving relationships, the difference between gender identity and sexual orientation and everyone’s right to be loved, ways in which couples show love and commitment to each other; the importance of consent.</li> <li>• Y6 – what sexual intercourse is, how pregnancy occurs and contraception.</li> </ul>

<p><b>Religion or Belief</b></p>	<ul style="list-style-type: none"> <li>• EYFS- Chinese New Year, Eid, Diwali, Christmas</li> <li>• Y2 Text – Chapati Moon.</li> <li>• Y2 – PSHE – belonging to a different group including faith groups</li> <li>• Y3 – Vaisakhi assembly, Sikhism, Easter Story</li> <li>• Y4 - To recognise and celebrate our differences and discussing them sensitively in PSHE including faith</li> <li>• Hinduism and Christianity (Y4)</li> <li>• Y5 – PSHE –the importance of diversity and inclusion at work and stereotyping in the workplace.</li> <li>• Y5 – PSHE - personal identify (including faith and culture)</li> <li>• Y5 Text - Proudest Blue and Rose Blanche – Writing stimulus</li> <li>• Y6 Text – Once</li> <li>• Y6 – PSHE – people who love each other can be of any gender, faith or ethnicity.</li> </ul>
<p><b>Pregnancy &amp; Maternity</b></p>	<ul style="list-style-type: none"> <li>• Y3 – different types of families including fostering and adoption – read Dolly Duck.</li> <li>• Y6 – what sexual intercourse is, how pregnancy occurs and contraception.</li> <li>• Y6 – about how the responsibilities of being a parent or carer and how having a baby can change someone’s life.</li> </ul>
<p><b>Sexual Orientation</b></p>	<ul style="list-style-type: none"> <li>• Y1 – how families are different including same-sex parents</li> <li>• Y2 Text - And Tango makes three</li> <li>• Y3 – different types of families including same sex couples.</li> <li>• Y5 Text - Me, My Dad and the End of the Rainbow- Reading focus</li> <li>• Y5 – PSHE – what is discrimination including homophobia.</li> <li>• Y6 – PSHE - what is means to be attracted to someone and different kinds of loving relationships, the difference between gender identity and sexual orientation and everyone’s right to be loved, ways in which couples show love and commitment to each other.</li> </ul>
<p><b>Marriage &amp; Civil Partnership</b></p>	<ul style="list-style-type: none"> <li>• EYFS – Marvellous Me unit covers different types of families</li> <li>• Y1 – How families are different including same-sex parents – tango makes three</li> <li>• Y3 – different types of families including same-sex parents.</li> <li>• Y6 – PSHE - What marriage and civil partnership mean; understanding that forced marriage is illegal.</li> </ul>

**Useful links:**

<https://www.gov.uk/government/publications/inspecting-teaching-of-the-protected-characteristics-in-schools/inspecting-teaching-of-the-protected-characteristics-in-schools>