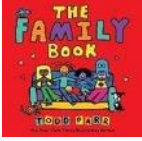




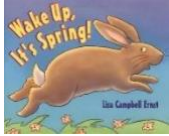
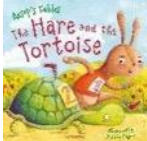
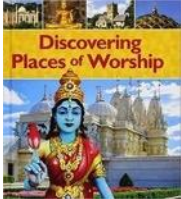


Nursery						
R.E Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Question Discovery RE and RE	What makes people special?	Why do Christians perform Nativity plays at Christmas? (see UC unit)	How do people celebrate?	Why do Christians put a cross in the Easter garden? (see UC unit)	What can we learn from stories?	What makes places special?
Concept	Special People	Incarnation	Celebration	Salvation	Stories	Special People
Religion Studied	Christianity, Judaism	Christianity	Hinduism	Christianity	Christianity, Islam, Hinduism and Sikhism	Christianity, Islam and Judaism
Key Story(ies)	 The Family Book- Todd Parr Jesus Healing the Paralysed Man (Mark 2:1-12) Jesus Healing the Blind Bartimaeus (Mark 10:46-52) The Story of Moses (Exodus 20)	 The Shepherd Girl of Bethlehem- Carey Morning and Alan Marks The Story of Christmas (Matthew 1:18-25)	 The Story of Chinese New Year  The Flowers Came, Spring Arrived: A Nowruz Story  Holi: A Hindu Festival	 Wake Up, It's Spring- Lisa Campbell-Ernst The Easter Story (Matthew 26:36-46 & Luke 22:39-46)	 The Hare and the Tortoise- Monika Filipina The Crocodile and the Priest Bilal and the Beautiful Butterfly The Gold Giving Serpent Snake Best Friends An Elephant Rhyme The Lost Sheep Story (Matthew 18:10-14)	 Discovering Places of Worship- Izzi Howell



R.E., P.S.H.E. and P4c Curriculum Overview 2023-24



Key Artefact(s)	Pictures of families from around the world Pictures of Jesus	Wrapping paper Presents Nativity Scene	Pictures of Chinese New Year Celebrations Winter and Spring Pictures Holi Festival Pictures	Pictures of Spring Decorated Easter eggs & hot cross buns Pictures of the Easter Story	Butterfly pictures Pictures of sheep Scenes from The Lost Sheep	Pictures of homes from around the world Pictures of places of worship- church, mosque, synagogue Artefacts from different places of worship
Key Vocabulary	Friends Family Special	Giving Receiving Celebration Christmas	Celebration Seasons Good vs Evil	Spring New beginnings Celebration Easter	Parable Encouragement Care	Home Worship Special places
Enrichment		Christingle Service Whole school Nativity Christmas Party	Making masks for Chinese New Year Creating a Holi scene using paint	Visits to All Saints- Ash Wednesday Whole school Easter Focus Easter bonnets Decorating Easter Eggs	Caring for butterflies in class	Visiting All Saints Inviting in different faith leaders to talk to the children
Educational Visits						All Saints Church
P.S.H.E. Overview						
<p>Think Equal Programme of Study- THINK EQUAL is a global not-for-profit charity. Our mission is to teach all children that all humans are equal and equally to be valued. We want to eliminate discrimination, disrespect, and violence from the next generation, and bring empathy, wellbeing, loving relationships, pro-social behaviours and attitudes in their place.</p> <p style="text-align: center;">One story from the programme completed on a weekly basis over the course of the nursery year.</p>						
P4C Overview						
P4C Theme	Family and Friendships	Environment	Journeys and Adventures	Same/Differences	Health and Wellbeing	Reality/Imagination

<p>Stimulus</p>	 <p>Guess How Much I Love you- Sam Mc Bratney</p>  <p>Friends Forever (YouTube clip: https://www.youtube.com/watch?v=g-NKpDTwMms)</p>  <p>The Bad Tempered Ladybird- Eric Carle</p>	 <p>Lava (YouTube clip: https://www.youtube.com/watch?v=uh4dTLJ9q9o)</p>  <p>Autumn Leaves are Falling Down (YouTube clip: https://www.youtube.com/watch?v=CyJlfdA71Lc)</p>  <p>We're Going on a Leaf Hunt- Steve Metzger</p>	 <p>Lost and Found- Oliver Jeffers</p>  <p>How Far I'll Go (YouTube clip: https://www.youtube.com/watch?v=cPABx5kgCJo)</p>  <p>Blue Penguin- Petr Horacek</p>	 <p>Day and Night (YouTube clip: https://www.youtube.com/watch?v=XpCHrlahnOw)</p>  <p>Giraffes Can't Dance- Giles Andreae</p>  <p>The Day the Crayons Quit- Oliver Jeffers</p>	 <p>Not Now Bernard- David Mckee</p>  <p>The Old Woman in the Vinegar Bottle- Rumer Godden</p>  <p>The Healthy Eating Song (YouTube clip: https://www.youtube.com/watch?v=-JldSBUQB34)</p>	 <p>Just Imagine- Pippa Goodhart</p>  <p>Cloud Song (Use Your Imagination) (YouTube clip: https://www.youtube.com/watch?v=KlIzAcDnRc)</p>  <p>The Dot- Peter H. Reynolds</p>
<p>4C's Skills</p>	<p>I can wait my turn I can show I have been listening to others I can speak politely to adults and peers</p>	<p>I can wait my turn I can show I have been listening to others I can speak politely to adults and peers I can talk in a</p>	<p>I can build on others ideas I can be an effective member in small group tasks I can give ideas for my reasons</p>	<p>I can build on others ideas I can be an effective member in small group tasks I can give ideas for my reasons</p>	<p>I can make connections to ideas I can say how things are the same/different</p>	<p>I can suggest/evaluate different possibilities or ideas</p>



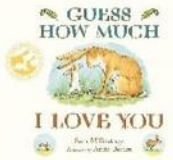

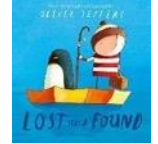

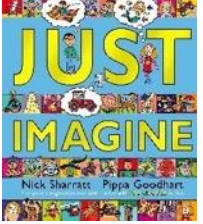
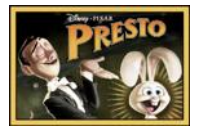



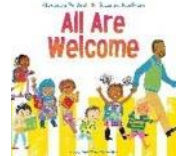
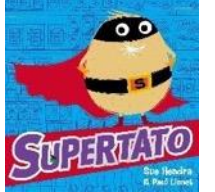

R.E., P.S.H.E. and P4c Curriculum Overview 2023-24

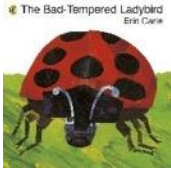
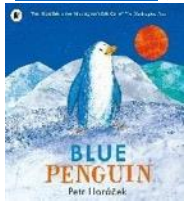
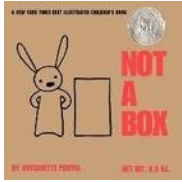
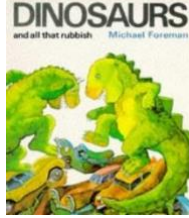
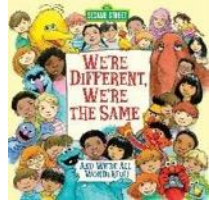
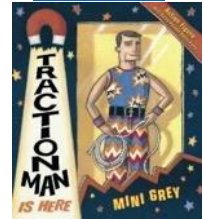


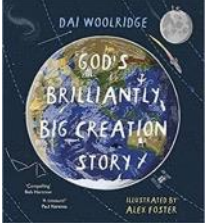

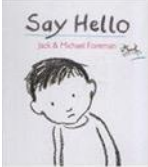

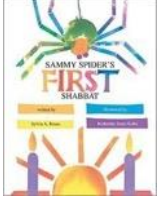
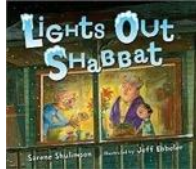
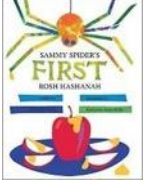
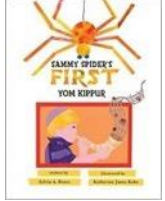
	I can talk in a friendly way to peers I can agree with others respectfully and politely	friendly way to peers I can agree with others respectfully and politely	supported with evidence	supported with evidence	I can suggest what might happen if... I can ask questions about a stimulus	I can give reasons supported with evidence I can agree or disagree politely
Nursery conceptual application						
Skills	Self/others, family, friends, appreciating similarities /differences in families	Showing care to others, to ourselves, the environment	Response inhibition - can you wait to open a present?	Celebrating differences Early cognitive flexibility	Self-awareness	
Knowledge	What makes your/each family special?	Know what makes you/others happy/upset	Knowing how you celebrate and how you feel at times of celebration	Understanding difference/change	Know how to take care of yourself and others	
Reception						
R.E Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Question	What Makes People Special? (See Discovery R.E.)	Why do Christians perform Nativity Plays at Christmas? (See Understanding Christianity)	How do People Celebrate? (See Discovery R.E.)	Why do Christians Put a Cross in the Easter Garden? (See Understanding Christianity)	What Can we Learn from Stories? (See Discovery R.E.)	What Makes Places Special? (See Discovery R.E.)
Concept	Special People	Incarnation	Celebration	Salvation	Stories	Special People
Religion Studied	Christianity, Judaism	Christianity	Hinduism	Christianity	Christianity, Islam, Hinduism, Sikhism	Christianity, Islam, Judaism

<p>Key Story(ies)</p>	 <p>Me and My Mum/Me and My Dad- Alison Ritchie Jesus Healing the Paralysed Man (Mark 2:1-12) Jesus Healing the Blind Bartimaeus (Mark 10:46-52) The Story of Moses (Exodus 20)</p>	 <p>The feeding of the five thousand (John 6:1-13) Jesus' birth is announced (Luke 1:26-38/Matthew 1:18-25) Jesus is born in Bethlehem (Luke 2:1-7) Shepherds (Luke 2:8-20) and magi (wise men) visit (Matthew 2:1-12) No one has ever seen God because God is spirit (see John 4:24), but Jesus makes Him known (see John 1:18).</p>	<p>Hooray, Hooray, It's New Year's Day- Ken Nesbitt</p>  <p>The Story of Chinese New Year</p>  <p>The Flowers Came, Spring Arrived: A Nowruz Story</p>  <p>Holi: A Hindu Festival</p>	 <p>Palm Sunday: for example, Matthew 21:1-11 Jesus' arrest, death and burial: for example Matthew 26:47-56; 27:15-66 Jesus' resurrection: for example Matthew 28:1-15 Easter morning in the garden: John 20:1-18 (Jesus and Mary)</p>	 <p>The Boy who Cried Wolf- Aesop's Fables The Crocodile and the Priest Bilal and the Beautiful Butterfly The Gold Giving Serpent Snake Best Friends An Elephant Rhyme The Lost Coin Story (Luke 15:8-10)</p>	 <p>Discovering Places of Worship- Izzi Howell</p>
<p>Key Artefact(s)</p>	<p>Pictures of families from around the world Pictures of Jesus</p>	<p>Nativity scene Nativity costumes/props Christmas carols</p>	<p>Pictures of Chinese New Year Celebrations World map</p>	<p>Palm crosses Images of Easter celebrations Bibles with Easter stories/texts</p>	<p>Wolf and Sheep masks Bowls of milk and gold coins</p>	<p>World map Pictures of homes from around the world</p>

			Winter and Spring Pictures Holi Festival Pictures	The Lord's Prayer	Pictures/books about elephants Coins in jar	Pictures of places of worship- church, mosque, synagogue Artefacts from different places of worship
Key Vocabulary	Miracle Help Care	Christmas Nativity King	Celebration Seasons Good vs Evil	Prayer Forgiveness Sin Saviour	Moral Friendship Precious	Home Worship Special places
Enrichment	Harvest Festival- Visit to All Saints	Christingle Service Whole school Nativity Christmas Party	Making lanterns for Chinese New Year Writing in Chinese script Creating a Holi scene using paint	Visits to All Saints- Ash Wednesday Whole school Easter Focus Easter bonnets Easter cards Making Easter gardens	Writing a whole class book of morals based on the stories covered	Visiting a Synagogue Inviting in different faith leaders to talk to the children
Educational Visits						All Saints Church
P.S.H.E. Overview						
Jigsaw Piece	Being Me in My Own World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Outcomes	I understand how it feels to belong and that we are similar and different I can start to recognise and manage my feelings I enjoy working with others to	I can identify something I am good at and understand everyone is good at different things I understand that being different makes us all special	I understand that if I persevere I can tackle challenges I can tell you about a time I didn't give up until I achieved my goal I can set a goal and work towards it	I can identify some of the jobs I do in my family and how I feel like I belong I know how to make friends to stop myself from feeling lonely	I can identify some of the jobs I do in my family and how I feel like I belong I know how to make friends to stop myself from feeling lonely	I can name parts of the body I can tell you some things I can do and foods I can eat to be healthy I understand that we all grow from babies to adults

	<p>make school a good place to be I understand why it is good to be kind and use gentle hands I am starting to understand children's rights and this means we should all be allowed to learn and play I am learning what being responsible means</p>	<p>I know we are all different but the same in some ways I can tell you why I think my home is special to me I can tell you how to be a kind friend know which words to use to stand up for myself when someone says or does something unkind</p>	<p>I can use kind words to encourage people I understand the link between what I learn now and the job I might like to do when I'm older I can say how I feel when I achieve a goal and know what it means to feel proud</p>	<p>I can think of ways to solve problems and stay friends I am starting to understand the impact of unkind words I can use Calm Me time to manage my feelings I know how to be a good friend</p>	<p>I can think of ways to solve problems and stay friends I am starting to understand the impact of unkind words I can use Calm Me time to manage my feelings I know how to be a good friend</p>	<p>I can express how I feel about moving to Y1 I can talk about my worries and/or the things I am looking forward to about being in Y1 I can share my memories of the best bits of this year in Reception</p>
P4C Overview						
P4C Theme	Family and Friendships	Journeys and Adventures	Reality/Dreams	Environment	Same/Different	Good/Evil
Stimulus	 Guess How Much I Love you- Sam Mc Bratney  Friends Furever (YouTube clip:	 Lost and Found- Oliver Jeffers  How Far I'll Go (YouTube clip: https://www.youtube.com/watch?v=h4dTLJ9q9o)	 Just Imagine- Pippa Goodhart  Presto (YouTube clip:	 Lava (YouTube clip: https://www.youtube.com/watch?v=u_h4dTLJ9q9o)  Whadayamean- John Burningham	 Day and Night (YouTube clip: https://www.youtube.com/watch?v=XpCHrlahnOw) 	 Supertato- Sue Hendra  Let's be Superheroes




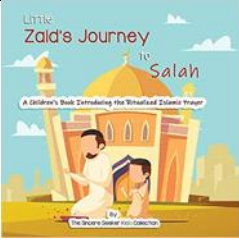


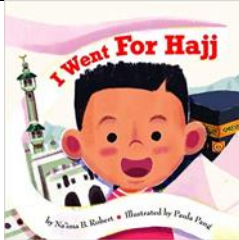

	<p>https://www.youtube.com/watch?v=g-NKpDTwMms)</p>  <p>The Bad Tempered Ladybird- Eric Carle</p>	<p>https://www.youtube.com/watch?v=cPAbx5kgCJo)</p>  <p>Blue Penguin- Petr Horacek</p>	<p>https://www.youtube.com/watch?v=D4Dnm6dkOVI)</p>  <p>Not a Box- Antoinette Portis</p>	 <p>Dinosaurs and all that rubbish- Michael Foreman</p>	<p>All are Welcome- Alexandra Penfold</p>  <p>We're Different, We're the Same- Bobbi Jane Kates</p>	<p>(YouTube clip: https://www.youtube.com/watch?v=Py4fhsx3Ct4)</p>  <p>Traction Man- Mini Grey</p>
4C's Skills	<p>I can wait my turn I can show I have been listening to others I can speak politely to adults and peers I can talk in a friendly way to peers I can agree with others respectfully and politely</p>	<p>I can wait my turn I can show I have been listening to others I can speak politely to adults and peers I can talk in a friendly way to peers I can agree with others respectfully and politely</p>	<p>I can build on others ideas I can be an effective member in small group tasks I can give ideas for my reasons supported with evidence</p>	<p>I can build on others ideas I can be an effective member in small group tasks I can give ideas for my reasons supported with evidence</p>	<p>I can make connections to ideas I can say how things are the same/different I can suggest what might happen if... I can ask questions about a stimulus</p>	<p>I can suggest/evaluate different possibilities or ideas I can give reasons supported with evidence I can agree or disagree politely</p>
Reception conceptual application						
Skills	<p>Turn taking Self-identity</p>	<p>Celebrating difference</p>	<p>Talking about dreams/aspirations /goals</p>	<p>Being kind, caring, respectful</p>		
Knowledge	<p>I know what makes me the same and different to other people</p>	<p>I can identify my strengths and my next steps</p>	<p>I can identify my goals and say how I can achieve them</p>	<p>I know how to apologise I know why I apologise</p>		

Year 1						
R.E Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Question	Who Made the World? (See Understanding Christianity)	Why Does Christmas Matter to Christians? (See Understanding Christianity)	Was it Always Easy for Jesus to Show Friendship? (See Discovery R.E.)	Why Does Easter Matter to Christians? (See Understanding Christianity)	Is Shabbat Important to Jewish Children? (See Discovery R.E.)	Are Rosh Hashanah and Yom Kippur Important to Jewish Children? (See Discovery R.E.)
Concept	Creation	Incarnation	Gospel	Salvation	God/Torah/ the People	
Religion Studied	Christianity	Christianity	Christianity	Christianity	Judaism	Judaism
SMSC Links	Spiritual/Moral	Spiritual/Cultural	Moral/Social	Spiritual/Cultural	Spiritual/Cultural	Spiritual/Cultural
Key Story(ies)	 God's Brilliantly Big Creation Story- Dai Woolridge Genesis 1:1-2:3	 The Birth of Jesus Luke 1:26–38, 2:1–20, Matthew 1:18–2:12	 Say Hello- Jack and Michael Foreman Story of Zacchaeus (Luke 19:1-9) Stilling the Storm (Luke 8: 22-25) Mary, Martha and Lazarus (Luke 10: 38-41)	 Jesus' entry into Jerusalem (John 12:12–15) Jesus' betrayal and arrest (Luke 22:47–53) Crucifixion, death and burial (Luke 23:26–56) Finding the empty tomb (Luke 24:1–12) Jesus appearing to Mary Magdalene and the disciples (John 20:11–23)	 Sammy Spider's First Shabbat- Sylvia Rouse  Lights out Shabbat- Sarene Shulimson	 Sammy Spider's First Rosh Hashanah- Sylvia Rouse  Sammy Spider's First Yom Kippur- Sylvia Rouse The Story of Rabbi Salanter

Key Artefact(s)	Bibles Poem- Stories about God Art related to Creation	Nativity Cribs Christmas carols Artwork of Jesus's birth	Images relating to friendship Images relating to the Bibles passages The Jigsaw Charter	Palm leaves Pictures linked to Easter/traditions Decorated Easter eggs	Kippah Pictures of a Shabbat table Challah loaf/Kiddush cups/Shabbat candle sticks	Images of Rosh Hashannah/Yom Kippur Apple slices dipped in honey
Key Vocabulary	Creation God Life	Gospel Birth Good news Advent Christmas	Friendship Enemy Included	Easter Palm Holy Week	Shabbat/rest Kippah Kiddush/prayer Challah	Forgiveness Reflection Resolutions Improvement
Enrichment	Art around Creation Harvest Festival Service- All Saints	Sending cards/present to children overseas Nativity performance Christingle Service- All Saints	Teaching younger children how to be good friends/problem solve	Ash Wednesday Service-All Saints Whole school Easter Focus Easter bonnets	Holding a special meal together as a class	Inviting a key speaker from a Synagogue to talk about the importance of Rosh Hashanah and Yom Kippur
Educational Visits			All Saints Church			East London Central Synagogue
P.S.H.E. Overview						
Jigsaw Piece	Being Me in My Own World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Outcomes	I feel special and safe in my class I know that I belong to my class	I can tell you some ways in which I am the same as my friends	I can tell you about a thing I do well I can tell you how I learn best	I feel good about myself when I make healthy choices	I know how it feels to belong to a family and care about the people who are important to me	I understand that changes happen as we grow and that this is OK I know that changes are OK


	<p>I know how to make my class a safe place for everybody to learn</p> <p>I recognise how it feels to be proud of an achievement</p> <p>I recognise the range of feelings when I face certain consequences</p> <p>I understand my choices in following the Learning Charter</p>	<p>I can tell you some ways I am different from my friends</p> <p>I understand how being bullied might feel</p> <p>I can be kind to children who are bullied</p> <p>I know how it feels to make a new friend</p> <p>I understand these differences make us all special and unique</p>	<p>I can celebrate achievement with my partner</p> <p>I can identify how I feel when I am faced with a new challenge</p> <p>I know how I feel when I see obstacles and how I feel when I overcome them</p> <p>I know how to store the feelings of success in my internal treasure chest</p>	<p>I am special so I keep myself safe</p> <p>I am special so I keep myself safe</p> <p>I can recognise when I feel frightened and know who to ask for help</p> <p>I can recognise how being healthy helps me to feel happy</p>	<p>I know how to make a new friend</p> <p>I can recognise which forms of physical contact are acceptable and unacceptable to me</p> <p>I know when I need help and know how to ask for it</p> <p>I know ways to praise myself</p> <p>I can express how I feel about them</p>	<p>and that sometimes they will happen whether I want them to or not</p> <p>I understand that growing up is natural and that everybody grows at different rates</p> <p>I respect my body and understand which parts are private</p> <p>I enjoy learning new things</p> <p>I know some ways to cope with changes</p>
P4C Overview						
P4C Theme	Community	Family/Friendships	Fairness/Differences	Animal welfare	Good/Evil	Environment
Stimulus	The Bear and The Piano- David R. L. Litchfield (Book)	Owl Babies- Martin Waddle (Book)	Yertle the turtle- Dr Suess (YouTube) Purl- Pixar Short (YouTube)	Just Imagine- Nick Sharratt (Book)	SuperTato- Sue Hendra (Book) Let's be Superheroes-	Lava- Disney Music (YouTube)

	Voices in the Park- Anthony Browne (Book) Purl- Pixar Short (YouTube)	Johnny Sings Scene- Sing (YouTube) Friends Furever (YouTube)	Giraffes Can't Dance- Giles Andreae (Book)	The Bog Baby- Jeannie Willis (Book) Kitbull- Pixar (YouTube)	Bounce Patrol (YouTube) Traction Man- Mini Grey (Book)	Whadayamean- John Burningham (Book) Dinosaurs and all that rubbish- Michael Foreman (Book)
4C's Skills	I can wait my turn I can show I have been listening to others I can speak politely to adults and peers I can talk in a friendly way to peers I can agree with others respectfully and politely	I can wait my turn I can show I have been listening to others I can speak politely to adults and peers I can talk in a friendly way to peers I can agree with others respectfully and politely	I can build on others ideas I can be an effective member in small group tasks I can give ideas for my reasons supported with evidence	I can build on others ideas I can be an effective member in small group tasks I can give ideas for my reasons supported with evidence	I can make connections to ideas I can say how things are the same/different I can suggest what might happen if... I can ask questions about a stimulus	I can suggest/evaluate different possibilities or ideas I can give reasons supported with evidence I can agree or disagree politely
Year 1 conceptual application						
Skills		Celebrating difference	Turn-taking, listening, sharing	Caring, respecting others	Belonging, togetherness, being/feeling safe	Coping with change
Knowledge	I can say what makes me feel like I belong	I know what I have in common with others I know what makes me different from others	I know how to be a good friend/I can say what a good friend looks like	I know how it feels to belong I know how to show care/respect to others	I know who my trusted adults are	I know how I feel about change and I know what will help me cope with change

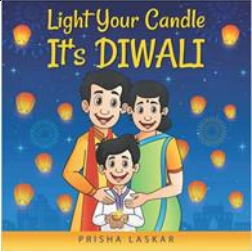









Year 2						
R.E Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Question	Is it possible to be kind to everyone all of the time?	Why does Christmas matter to Christians?	Does praying at regular intervals everyday help a Muslim in his/her everyday life?	What do Christians believe God is like?	Does going to the mosque give Muslims a sense of belonging?	What is the good news that Jesus brings?
Concept	Gospel	Incarnation	Prayer	God	Ummah	Gospel
Religion Studied	Christianity	Christianity	Islam	Christianity	Islam	Christianity
SMSC Links	Moral/Social	Spiritual/Cultural	Spiritual/Moral/Cultural	Moral/Social	Spiritual/Cultural	Social/Moral/Spiritual
Key Story(ies)	 The Good Samaritan (Luke 10:25-37)  The Healing of the Paralyse Man (Mark 2: 1-12)	 The Story of Jesus's Birth (Matthew 1:18-25, Matthew 2:1-12)	 Little Zaid's Journey to Salah: A Children's Book Introducing the Ritualized Islamic Prayer	 The Parable of the Lost Son (Luke 15:11-32)  The Story of Jonah	 I Went for Hajj- Na'ima B Robert	 Jesus Calls a Tax Collector to be his Disciple (Matthew 9:9-13) The Precious Pearl: Stories Jesus Told- Nick Butterworth
Key Artefact(s)	Images/posters of Christian charities- Christian Aid	Images of different Nativity cribs Mystic Nativity- Botticelli	Qu'ran Images of Salah rituals	Image of the Jonah Roundel- Canterbury Cathedral	Images of Hajj	Images from St. George's Crypt in Leeds Prayers of confession

	Images from a Harvest Festival ceremony			When Jonah Sank into the Sea- song		
Key Vocabulary	Love Neighbour Community	King Incarnation Saviour Nativity	Prayer Salah Commitment	Omniscience Obedience Judgement	Mosque Hajj Commitment Journey	Love Forgiveness Friendship
Enrichment	Harvest Festival service at All Saints	Performing a class Nativity	Visit from a Muslim talking about Salah	Creating stained glass images reflecting the story of Jonah Easter service at All Saints	Making a Kabah	Church buildings investigation
Educational Visits				All Saints		
P.S.H.E. Overview						
Jigsaw Piece	Being Me in My Own World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Outcomes	<p>I recognise when I feel worried and know who to ask for help</p> <p>I recognise when I feel worried and know who to ask for help</p> <p>I can help to make my class a safe and fair place</p>	<p>I understand some ways in which boys and girls are similar and feel good about this</p> <p>I understand some ways in which boys and girls are different and accept that this is OK</p>	<p>I can tell you things I have achieved and say how that makes me feel</p> <p>I can tell you some of my strengths as a learner</p> <p>I can tell you how working with</p>	<p>I can say what I need to keep my body healthy</p> <p>I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed</p>	<p>I accept that everyone's family is different and understand that most people value their family</p> <p>I know which types of physical contact I like and don't like and can talk about this</p>	<p>I understand there are some changes that are outside my control and can recognise how I feel about this</p> <p>I can identify people I respect who are older than me</p>

	<p>I can help make my class a safe and fair place</p> <p>I can work cooperatively</p> <p>I am choosing to follow the Learning Charter</p>	<p>I can tell you how someone who is bullied feels</p> <p>I can be kind to children who are bullied</p> <p>I know when and how to stand up for myself and others</p> <p>I know how to get help if I am being bullied</p> <p>I understand we shouldn't judge people if they are different.</p> <p>I know how it feels to be a friend and have a friend</p> <p>I understand these differences make us all</p>	<p>other people helps me learn</p> <p>I can work with others in a group to solve problems</p> <p>I can tell you how I felt about working in my group</p> <p>I can tell you how being part of a successful group feels and I can store these feelings in my internal treasure chest</p>	<p>I understand how medicines work in my body and how important it is to use them safely</p> <p>I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy</p> <p>I can make some healthy snacks and explain why they are good for my body</p> <p>I can decide which foods to eat to give my body energy</p>	<p>I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends</p> <p>I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this</p> <p>I understand how it feels to trust someone</p> <p>I am comfortable accepting appreciation from others</p>	<p>I feel proud about becoming more independent</p> <p>I can tell you what I like/don't like about being a boy/girl</p> <p>I am confident to say what I like and don't like and can ask for help</p> <p>I can start to think about changes I will make when I am in Year 3 and know how to go about this</p>
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P4C Overview						
P4C Theme	Change/Adventure	Environment	Tolerance/ Respect	Dilemmas	Environment	Teamwork
Stimulus	 The Tunnel Anthony Browne The Tunnel- Anthony Browne (Book)	 Whadayamean John Burningham Whadayamean- John Burningham (Book)	 YERTELE THE TURTLE AND OTHER STORIES Dr. Seuss Yertle the turtle- Dr Seuss (YouTube)	 LET'S DO NOTHING! Tony Fucile Let's Do Nothing- Tony Fucile (Book)	 Lava- Disney Music (YouTube)	 Frederick Leo Lionni Frederick- Leo Lionni (Book)
	 HOME IN THE SKY BY JEANNIE BAKER Home in the Sky- Jeannie Baker (Book)	 Last Shot- Aemilia Widodo (YouTube)	 WE'RE ALL WONDERS R. J. Palacio We're All Wonders- R. J. Palacio (Book)	 MUM AND DAD GLUE Kes Gray Mum and Dad Glue- Kes Gray (Book)	 Whadayamean John Burningham Whadayamean- John Burningham (Book)	 STONE SOUP Ann McGovern Stone Soup- Ann McGovern (Book)
		 Lava- Disney Music (YouTube)		 Pile of money – should we keep it? (Object)	 DINOSAURS and all that rubbish Michael Foreman Dinosaurs and all that rubbish- Michael Foreman (Book)	 The Power of Teamwork- Pixar (YouTube)

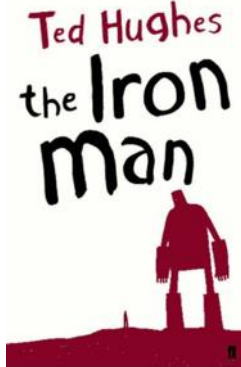
	 <p>How Far I'll Go-Moana (YouTube)</p>		 <p>Michael- Tony Ross (Book)</p>			
<p>4C's Skills</p>	<p>I can wait my turn I can show I have been listening to others I can speak politely to adults and peers I can talk in a friendly way to peers I can agree with others respectfully and politely</p>	<p>I can wait my turn I can show I have been listening to others I can speak politely to adults and peers I can talk in a friendly way to peers</p>	<p>I can build on others ideas I can be an effective member in small group tasks I can give ideas for my reasons supported with evidence</p>	<p>I can build on others ideas I can be an effective member in small group tasks I can give ideas for my reasons supported with evidence</p>	<p>I can make connections to ideas I can say how things are the same/different I can suggest what might happen if... I can ask questions about a stimulus</p>	<p>I can suggest/evaluate different possibilities or ideas I can give reasons supported with evidence I can agree or disagree politely</p>
<p>Year 2 conceptual application</p>						
<p>Skills</p>	<p>Being kind, helping others</p>					
<p>Knowledge</p>	<p>To know we all need help sometimes</p>					





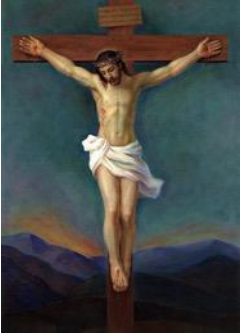

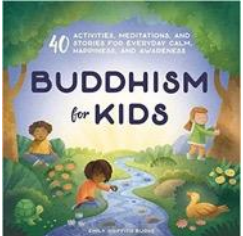

Year 3						
R.E Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Question	Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?	What is the trinity?	Could Jesus really heal people? Were these miracles or is there some other explanation?	Why do Christians call the day Jesus died 'Good Friday'?	When Jesus left, what was the impact of Pentecost?	How can Brahman be everywhere and in everything?
Concept	Dharma	Incarnation	Gospel	Salvation	Kingdom of God	Brahman
Religion Studied	Hinduism	Christianity	Christianity	Christianity	Christianity	Hinduism
SMSC Links	Social/Cultural	Spiritual	Spiritual/Cultural/Moral	Spiritual/Cultural/Moral	Cultural/Social/Spiritual	Spiritual
Key Story(ies)	 Light your Candle, It's Diwali- Prisha Laskar	 The story of Jesus's Baptism (Matthew 3:13-17)	 Bear Feels Sick- Karma Wilson  Jesus Heals a Man Born Blind (John 9) 	 Matthew 21:7-11  Luke 23:13-25  Luke 24:1-12	 Acts 2:1-15, Acts 2:37-47	 Poetry from Upanishads







			The Healing of the Paralyse Man (Mark 2: 1–12)			
Key Artefact(s)	Images/videos of Diwali being celebrated Rangoli patterns, Diwa lamps, puja tray etc.	Videos/images of baptism Trinity artwork	Art representations of the Bible stories	Palm leaves Palm crosses Images from Communion/Maundy Thursday service	Pentecostal artwork Images/videos of pentecost celebrations	Pictures/models of different Hindu deities Glass of water and salt
Key Vocabulary	Celebration Good vs Evil Community	Baptism Trinity Holy Spirit	Miracle Incarnation Healing	Holy Week Sacrifice Resurrection	Pentecost Convert Kingdom	Deities Creator Preserver Destroyer
Enrichment	Asking a Hindu about Diwali	Christmas Service at All Saints	Art work around miracles to change the world	Holy Week services at All Saints	Pentecostal artwork	Visit to a Hindu Temple
Educational Visits						Hindu Pragati Sangha
P.S.H.E. Overview						
Jigsaw Piece	Being Me in My Own World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Outcomes	I value myself and know how to make someone else feel welcome and valued I recognise how it feels to be happy, sad or scared and	I appreciate my family/the people who care for me I know how to calm myself down and can use the 'Solve it together' technique	I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability)	I can set myself a fitness challenge I can identify how I feel towards drugs I can express how being anxious or scared feels	I can describe how taking some responsibility in my family makes me feel I know how to negotiate in conflict situations	I can express how I feel when I see babies or baby animals I can express how I might feel if I had a new baby in my family

	<p>am able to identify if other people are feeling these emotions</p> <p>I know how to make others feel valued</p> <p>I understand that my behaviour brings rewards/consequences</p> <p>I can work cooperatively in a group</p> <p>I am choosing to follow the Learning Charter</p>	<p>I know some ways of helping to make someone who is bullied feel better</p> <p>I can problem-solve a bullying situation with others</p> <p>I try hard not to use hurtful words (e.g. gay, fat)</p> <p>I can give and receive compliments and know how this feels</p>	<p>I can imagine how I will feel when I achieve my dream/ambition</p> <p>I can break down a goal into a number of steps and know how others could help me to achieve it</p> <p>I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge</p> <p>I can manage the feelings of frustration that may arise when obstacles occur</p> <p>I am confident in sharing my success with</p>	<p>I can take responsibility for keeping myself and others safe at home</p> <p>I respect my body and appreciate what it does for me</p>	<p>to try to find a win-win solution</p> <p>I know who to ask for help if I am worried or concerned about anything online</p> <p>I can show an awareness of how this could affect my choices</p> <p>I can empathise with children whose lives are different to mine and appreciate what I may learn from them</p> <p>I enjoy being part of a family and friendship groups</p>	<p>I recognise how I feel about these changes happening to me and know how to cope with those feelings</p> <p>I recognise how I feel about these changes happening to me and know how to cope with these feelings</p> <p>I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes start to think about changes I will make next year and know how to go about this</p>
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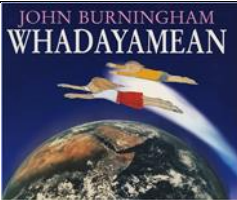



			others and can store my feelings in my internal treasure chest			
P4C Overview						
P4C Theme	Environment	Hierarchy/ Power	Fairness/Differences	Dilemmas	Staying safe	Health/Wellbeing
Stimulus	 Whadayamean- John Burningham (Book)  Last Shot- Aemilia Widodo (YouTube)  Lava- Disney Music (YouTube)	 Yertle the turtle- Dr Suess (YouTube)  "With great power comes great responsibility"- Spiderman Movie (Quote)  Pandora's Box- Greek Myth (Google/Story)	The fairest teacher of them all- Jason Buckley (Google)  No breathing in class- Michael Rosen (Poem)  Birds on a wire- Pixar (YouTube)	 Hair Love- Song Picture Animations (YouTube)  The Tin Forest- Helen Ward (Book) Little Princess, I want to find the treasure The Forgotten Treasure p.42 First Stories For Thinking	 One Direction Parody Song - "Who do you share your details with?" (YouTube)  Some Secrets Should Never Be Kept- Jaynee Sanders (Book)	 Stormy Weather- Debi Gliori (Book) The Shirt Of Happiness- First Stories for Thinking p.62 Robert Fisher (Google) The Old Woman in the Vinegar Bottle Stories for Thinking- Robert Fisher p.59 (Google)

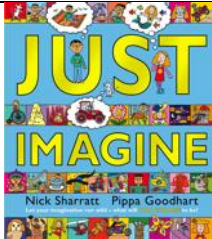



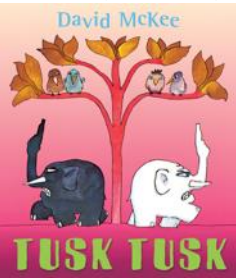


					 <p>Ted Hughes the Iron man</p> <p>The Iron Man- Ted Hughes (Book)</p>	
4C's Skills	<p>I can understand how others feel</p> <p>I can show an interest in what others are saying</p> <p>I can encourage others to join in</p>	<p>I can show an interest in what others are saying</p> <p>I can encourage others to join in</p>	<p>I can draw upon evidence and my own experiences to support ideas and conclusions</p> <p>I can encourage others to join in</p> <p>I can support and build on the ideas of others</p> <p>I can keep focused on the matter at hand</p>	<p>I can draw upon evidence and my own experiences to support ideas and conclusions</p> <p>I can encourage others to join in</p> <p>I can support and build on the ideas of others</p> <p>I can keep focused</p>	<p>I can demonstrate a willingness to illustrate ideas with my own experiences</p> <p>I can suggest new and alternative ideas</p> <p>I can identify the big ideas in a stimulus and ask questions related to these</p> <p>I can keep focused on the matter at hand</p> <p>I can explain how ideas are linked</p>	<p>I can identify the big ideas in a stimulus and ask questions related to these</p> <p>I can demonstrate a willingness to illustrate ideas with my own experiences</p> <p>I can explore a range of different possibilities</p>

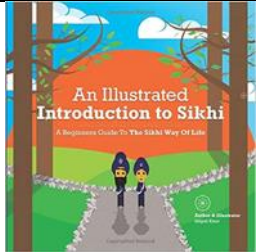
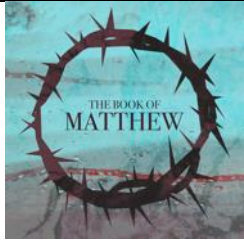
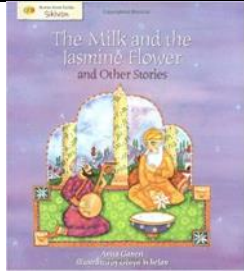



Year 3 conceptual application						
Skills	Identify emotions and say how I'm feeling	Celebrate difference, see from another perspective	Identify dream and goals, identify others' dreams and goals			
Knowledge	I know the difference between my emotions	I know how to help someone in need	I know how to achieve my goals			
Year 4						
R.E Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Question	How special is the relationship Jews have with God?	What is it like (for Christians) to follow God?	What do Christians learn from the Creation story?	Is forgiveness always possible?	What is the best way for a Buddhist to lead a good life?	What kind of world did Jesus want?
Concept	The Covenant/Torah	People of God	Creation and Fall	Gospel/Salvation	Dharma	Gospel
Religion Studied	Judaism	Christianity	Christianity	Christianity	Buddhism	Christianity
SMSC Links	Spiritual/Moral/Cultural	Spiritual/ Moral/ Cultural	Social/Moral/Cultural	Social	Social/Cultural/Moral	Spiritual/Social/Moral
Key Story(ies)	 Old Testament - Covenant of Abraham (Genesis 17)	 The Story of Noah (Genesis Chapters 6:5–9:17)  The Stories of Abraham (Chapters	 In the beginning God created the heavens - the earth. Genesis 1:1-2:3	 Jesus on the Cross (Luke 23:34)	 Noble Eightfold Path 	 The Calling of The First Disciples (Matthew 4:18–22)



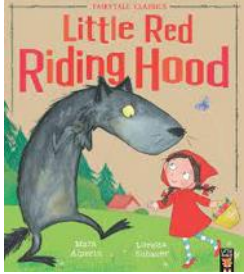




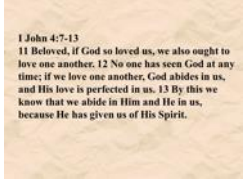
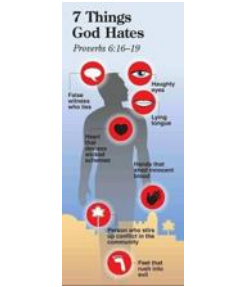

	 <p>Birth of Isaac (Genesis 21)</p>  <p>Promise to God (Exodus 20)</p>	<p>15-25)</p>	 <p>The Story of Adam and Eve</p>	 <p>Jesus Overturns the Traders' Tables in the Temple (Mark 11:15-17)</p>	<p>Buddhism for Kids- Emily Griffith Burke</p>	 <p>Jesus Heals a Leper (Mark 1:40-44)</p>  <p>The Good Samaritan (Luke 10:25-37)</p>
<p>Key Artefact(s)</p>	<p>Different displays of the Ten Commandments The Torah Mezuzah</p>	<p>Various versions of the Bible Salvation Army resources</p>	<p>Children's Bible(s) Different art based on the story of creation</p>	<p>Children's Bible(s) Case studies around forgiveness Artwork of the Last Supper</p>	<p>Image/representati on of the 8-fold path Images relating to people living the 8- fold path</p>	<p>Archbishop John Sentamu's symbolic action Revd Keith Hebden's fast Resources from the Parables Project</p>
<p>Key Vocabulary</p>	<p>Torah Commandment Mezuzah</p>	<p>Old Testament Covenant Promise</p>	<p>Creator Genesis Fall</p>	<p>Resurrection Forgiveness Salvation</p>	<p>Dharma Enlightenment Buddha</p>	<p>Parable Disciple(s) Justice</p>
<p>Enrichment</p>	<p>Visit to a Synagogue</p>	<p>Making Commandments using different resources: such as</p>	<p>Creating art around the story of creation</p>	<p>Writing a poem/creating artwork about forgiveness</p>	<p>Visiting a Buddhist temple</p>	<p>Supporting a Christian charity/project</p>

		clay				
Educational Visits					London Buddhist Centre	
P.S.H.E. Overview						
Jigsaw Piece	Being Me in My Own World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Outcomes	<p>I know how good it feels to be included in a group and understand how it feels to be excluded</p> <p>I try to make people feel welcome and valued</p> <p>I can take on a role in a group and contribute to the overall outcome</p> <p>I can recognise my contribution to making a Learning Charter for the whole school</p>	<p>I try to accept people for who they are</p> <p>I can question why I think what I do about other people</p> <p>I know how it might feel to be a witness to and a target of bullying</p> <p>I can problem-solve a bullying situation with others</p> <p>I like and respect the unique features of my physical appearance</p>	<p>I know how it feels to have hopes and dreams</p> <p>I know how disappointment feels and can identify when I have felt that way</p> <p>I know how to cope with disappointment and how to help others cope with theirs</p> <p>I know what it means to be resilient and to have a positive attitude</p>	<p>I recognise when other people's actions make me feel embarrassed, hurt or inadequate and I can help myself to manage these emotions</p> <p>I am aware of how different people and groups impact on me and can recognise the people I most want to be friends with</p> <p>I can relate to feelings of shame</p>	<p>I know how it feels to belong to a range of different relationships and can identify what I contribute to each of them</p> <p>I know how most people feel when they lose someone or something they love</p> <p>I understand that we can remember people even if we no longer see them</p>	<p>I appreciate that I am a truly unique human being</p> <p>I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult</p> <p>I have strategies to help me cope with the physical and emotional changes I will experience during puberty</p> <p>I am confident enough to try to make changes</p>

	<p>I understand how rewards and consequences motivate people's behaviour</p> <p>I can take on a role in a group and contribute to the overall outcome</p> <p>I understand why our school community benefits from a Learning Charter and can help others to follow it</p>	<p>I can explain why it is good to accept people for who they are</p>	<p>I can enjoy being part of a group challenge</p> <p>I know how to share in the success of a group and how to store this success experience in my internal treasure chest</p>	<p>and guilt and know how to act assertively to resist pressure from myself and others</p> <p>I can identify feelings of anxiety and fear associated with peer pressure</p> <p>I can tap into my inner strength and know how to be assertive</p>	<p>I can express my own opinion and feelings on this</p> <p>I can understand that losing a special pet brings feelings that can be hard to cope with, but that it can be helpful to mark loss by celebrating special things about the pet</p> <p>I can love and be loved</p>	<p>when I think they will benefit me</p> <p>I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively</p> <p>I can reflect on the changes I would like to make next year and can describe how to go about this</p>
P4C Overview						
P4C Theme	Magic/Reality	War/Peace	Environment	Health/Wellbeing	Tolerance/Respect	Journey/Adventure
Stimulus	 Presto- Pixar (YouTube)	 War and Peas- Micahel Foreman (Book)	 Whadayamean- John Burningham (Book)	 Stormy Weather- Debi Gliori (Book)	 Yertle the turtle- Dr Suess (YouTube) 	 Charlie and the Chocolate Factory- Roald Dahl (Book)



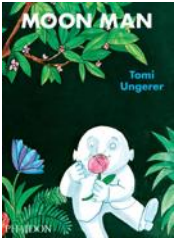


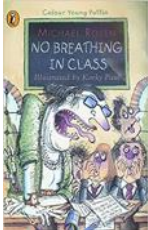
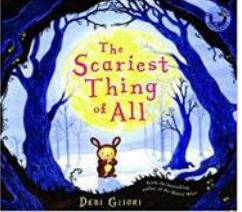



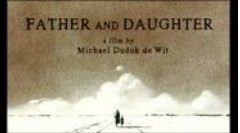

	 <p>Just Imagine- Pippa Goodhart (Book)</p>  <p>Strega Nona- Tomi de Paola (Book)</p>	 <p>Tusk Tusk- David McKee (Book)</p>  <p>Imagine-John Lennon (YouTube/Song)</p>	 <p>Last Shot-Aemilia Widodo (YouTube)</p>  <p>How We Can Keep Plastics Out of Our Ocean- National Geographic (YouTube)</p>	<p>The Shirt Of Happiness- First Stories for Thinking p.62 Robert Fisher</p> <p>The Old Woman in the Vinegar Bottle Stories for Thinking-Robert Fisher p.59</p>	<p>Like a girl- Always Advert (YouTube)</p>  <p>Tusk Tusk- David McKee (Book)</p>	 <p>How to Train Your Dragon- Cressida Cowell (Book)</p>  <p>Journeys End- Ann Marie Bone (Google/ Painting)</p>
<p>4C's Skills</p>	<p>I can wait my turn I can show I have been listening to others I can speak politely to adults and peers I can talk in a friendly way to peers I can agree with others respectfully and politely</p>	<p>I can wait my turn I can show I have been listening to others I can speak politely to adults and peers I can talk in a friendly way to peers I can agree with others</p>	<p>I can draw upon evidence and my own experiences to support ideas and conclusions I can encourage others to join in I can support and build on the ideas of others I can keep focused on the matter at hand</p>	<p>I can draw upon evidence and my own experiences to support ideas and conclusions I can encourage others to join in I can support and build on the ideas of others I can keep focused on the matter at hand</p>	<p>I can demonstrate a willingness to illustrate ideas with my own experiences I can suggest new and alternative ideas I can identify the big ideas in a stimulus and ask questions related to these</p>	<p>I can identify the big ideas in a stimulus and ask questions related to these I can demonstrate a willingness to illustrate ideas with my own experiences I can explore a range of different possibilities</p>

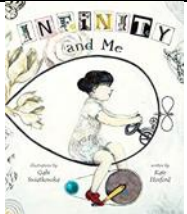

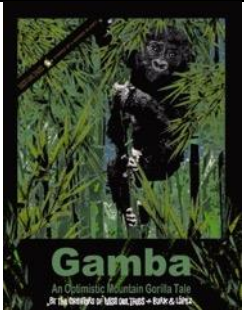
					I can keep focused on the matter at hand I can explain how ideas are linked	
Year 4 conceptual application						
Skills				Forgiveness, helping others	Relationships, moral compass	
Knowledge				I understand the difference between saying sorry and practicing forgiveness	I can say where I have learnt my morals from	
Year 5						
R.E Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Question	How far would a Sikh go for his/her religion?	Was Jesus the Messiah?	Are Sikh stories important today?	What did Jesus do to save Human Beings?	What does it mean if God is Holy and loving?	How can following God bring freedom and justice?
Concept	Sewa	Incarnation	Equality	Salvation (1)	God	People of God
Religion Studied	Sikhism	Christianity	Sikhism	Christianity	Christianity	Christianity
SMSC Links	Spiritual/cultural	Social/cultural/spiritual	Spiritual/moral	Spiritual/moral/cultural	Spiritual/moral	
Key Story(ies)		 Prophecies in		 The Passion- stories relating to Jesus' crucifixion and the run up to it	 Psalm 103	 Exodus: Birth narrative (Exodus 2:1-10)

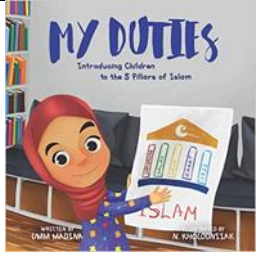

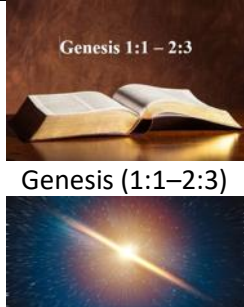

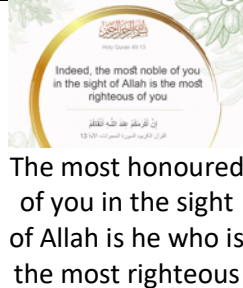

	<p>An illustrated Introduction to Sikhi- Ishpal Kaur</p>	<p>Matthew</p>  <p>The Entry into Jerusalem (Matthew 2:1-9)</p>  <p>The Transfiguration (Matthew 17:1-9)</p>	<p>The Milk and the Jasmine Flower- Anita Ganeri</p>  <p>Little Red Riding Hood</p>  <p>Bhai Lalo and Malik Bhago</p>  <p>Birth of the Khalsa</p>  <p>Guru Nanak and the Cobra</p>		 <p>Isaiah 6</p>  <p>John (4:7-13)</p>  <p>Proverbs 6:16-19</p>  <p>Luke 23:33-34</p>	<p>The killing of the taskmaster and fleeing Egypt (Exodus 2:11–15) Burning bush (Exodus 3:1) (Exodus 4:17) The ten plagues, (Exodus 7:14) (Exodus 12:32) - select appropriate parts for your class Leading the children of Israel out of Egypt, (Exodus 12:33–42) Crossing the Red Sea (Exodus 14:1–31) Covenant at Sinai. (This text is very long, so use Exodus 19:3–6 and Exodus 20:1–21.)</p>
<p>Key Artefact(s)</p>	<p>Guru Granth Sahib- Sikh holy book 5ks artefacts</p>	<p>Images/art supporting the stories</p>	<p>Images relating to the stories/texts</p>	<p>Images relating to the life and teachings of Jesus</p>	<p>Translations of the texts- The Message from Bible Gateway</p>	<p>Clips from the film Prince of Egypt</p>

		Clips depicting the stories Images of Eastern Orthodox		Images/videos relating to holy communion	Images from cathedrals	Plans from churches working towards the 5 marks mission
Key Vocabulary	Khalsa Langar Gurdwara Amritsar	Messiah Exodus Slavery	Vaisakhi Guru Granth Sahib Gurdwara Equality/inequality	Sacrifice Sins Holy Communion	omnipotent omniscient eternal	Exodus Justice Freedom
Enrichment	Inviting a Sikh visitor for a Q&A	Looking at Christian charities around Christmas time and their work	Writing poetry based on love, peace, equality, belonging, community, religion, friend, spirituality, God, truth, story, family, soul.	Easter services at All Saints	Discussions around key themes	Exploring/researching people who have been involved in freedom and justice (local people)
Educational Visits			The Sikh Temple- Neasden			
P.S.H.E. Overview						
Jigsaw Piece	Being Me in My Own World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Outcomes	I know what I value most about my school and can identify my hopes for this school year I can empathise with people in	I am aware of my own culture I am aware of my attitude towards people from different races	I can identify what I would like my life to be like when I am grown up I appreciate the contributions	I can make an informed decision about whether or not I choose to smoke and know how to resist pressure	I know how to keep building my own self- esteem I know how to stand up for myself and how	I know how to develop my own self esteem I understand that puberty is a natural process that happens to everybody and

	<p>this country whose lives are different to my own</p> <p>I can empathise with people in this country whose lives are different to my own</p> <p>I understand that my actions affect me and others</p> <p>I can contribute to the group and understand how we can function best as a whole</p> <p>I understand why our school community benefits from a Learning Charter and can help others to follow it</p>	<p>I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one</p> <p>I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied</p> <p>I can appreciate the value of happiness regardless of material wealth</p> <p>I respect my own and other people's cultures</p>	<p>made by people in different jobs</p> <p>I appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future</p> <p>I can reflect on how these relate to my own</p> <p>I appreciate the similarities and differences in aspirations between myself and young people in a different culture</p> <p>I understand why I am motivated to make a positive</p>	<p>I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure</p> <p>I know how to keep myself calm in emergencies</p> <p>I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am</p> <p>I respect and value my body</p> <p>I am motivated to keep myself healthy and happy</p>	<p>to negotiate and compromise</p> <p>I understand that relationships are personal and there is no need to feel pressurised into having a boyfriend/ girlfriend</p> <p>I can recognise the feeling of jealousy, where it comes from and how to manage it</p> <p>I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to others</p> <p>I can recognise and resist</p>	<p>that it will be ok for me</p> <p>I can express how I feel about the changes that will happen to me during puberty</p> <p>I appreciate how amazing it is that human bodies can reproduce in these ways</p> <p>I am confident that I can cope with the changes that growing up will bring</p> <p>I can start to think about changes I will make next year and know how to go about this.</p>
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			contribution to supporting others		pressures to use technology in ways that may be risky or may cause harm to myself or others	
P4C Overview						
P4C Theme	Fairness/ Survival	Infinity/ Space	Hierarchy/ Power	Fears/ Worries	Growing up	Animal welfare
Stimulus	 Man- Steve Cutts (YouTube) The fairest teacher of them all- Jason Buckley (Google)  Yertle the turtle- Dr Suess (YouTube)	 Trailblazer in space: chimp sent into space (YouTube)  Moon Man- Tomi Ungerer (Book)	 Yertle the turtle- Dr Suess (YouTube)  "With great power comes great responsibility"- Spiderman Movie (Quote) 	 The Scariest Thing of All- Debi Giori (Book)  The Scream- Edvard Munch (Google/Painting)	 Like a girl- Always Advert (YouTube)  Diary of a Wimpy Kid series -Jeff Kinney (Book)  Father and Daughter- Michael Dudok De Wit (YouTube)	 Carnival of the Animals- Saint Saens (YouTube/Music)  Cave Painting- Banksy (Google)

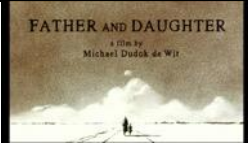




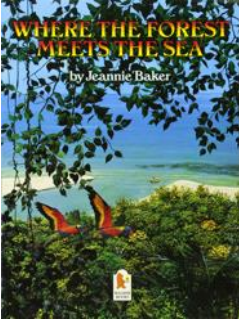

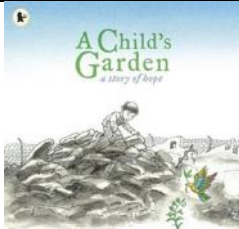


		 <p>Infinity and Me- Kate Hosford (Book)</p>	<p>No breathing in class- Michael Rosen (Poem)</p>	 <p>Fear- Ben Lionel Scott (YouTube)</p>		 <p>Gamba - An Optimistic Mountain Gorilla Tale- DJ Berk (Book)</p>
<p>4C's Skills</p>	<p>I can encourage others to contribute I can evaluate the evidence offered by others</p>	<p>I can encourage others to contribute I can evaluate the evidence offered by others</p>	<p>I can ask questions of each other that support the progress of the enquiry I can encourage others to contribute</p>	<p>I can ask questions of each other that support the progress of the enquiry I can encourage others to contribute</p>	<p>I can identify associated concepts explaining their connections and relevance I can evaluate the range of possibilities I can offer/evaluate a range of reasoned conclusions</p>	<p>I can evaluate in some detail the range of possibilities I can ask questions of each other that support the progress of enquiry I can evaluate the evidence offered by themselves and others I can evaluate a range of reasoned conclusions I can summarise the progress of the enquiry</p>

Year 5 conceptual application						
Skills	Fairness, empathy		Recognising/identifying dreams, goals, appreciating others	I have strategies to help me cope with my fears, worries or anxieties		
Knowledge	I can empathise with people in this country whose lives are different to my own		I appreciate the contributions made by people in different jobs			
Year 6						
R.E Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Question	What is the best way for a Muslim to show commitment to God?	What would Jesus do?	Creation and Science: conflicting or complementary?	What difference does the resurrection make for Christians?	Does belief in Akhirah (life after death) help Muslims lead good lives?	What kind of King is Jesus?
Concept	Ibadah (obeying Allah)	Gospel	Creation	Salvation (2)	Iman (faith)	Kingdom of God
Religion Studied	Islam	Christianity	Christianity	Christianity	Islam	Christianity
SMSC Links	Spiritual/cultural	Moral	Social/cultural	Spiritual/cultural	Moral/social	
Key Story(ies)		 The Sermon on the Mount (Matthew 5-7)	 Genesis (1:1-2:3)	 The Resurrection (Luke 24:1-49)	 The most honoured of you in the sight of Allah is he who is the most righteous	 The Feast (Luke 14:12-24)

	<p>My Duties: Introducing Children to the 5 Pillars of Islam- Umm Madina</p>	 <p>The Wise and Foolish Builders (Matthew 7:24–27)</p>	<p>Texts relating to the Big Bang</p>	 <p>I am the resurrection and the life. Whoever believes in me will live, even though he dies. John 11:25</p> <p>Life After Death (John 3:16, 11:25–26, 14:2–3; Luke 23:43)</p>	<p>of you” (Surah 49:13)</p>	 <p>The Tenants in the Vineyard (21:33-46)</p>
	 <p>Healing the Centurion's Servant (Luke 7:1–10)</p>	 <p>Peter Denies Jesus (John 13:18-21)</p>		 <p>The Unforgiving Servant (18:21-35)</p>		
	 <p>Jesus Gets Angry (Mark 11:15–19)</p>	 <p>A Woman in Trouble (John 8:1–11)</p>				

Key Artefact(s)	Qu'ran Prayer mat Images of Muslims showing commitment, for example through charity work	Translations of the key texts- Bible Gateway Art related to the texts Information relating to different Christian charities	Biblical texts relating to the creation of the world Images of Christian scientists Artwork relating to the creation story	REQuest resources on Christian views of resurrection Videos relating to Christian views on resurrection Christian songs/hymns that reflect resurrection	Images of how Muslims lead good lives Images recapping the 5 pillars of Islam	Words to the Lord's Prayer Bible Gateway translations of key texts
Key Vocabulary	Commitment Salat Zakah Sawm Hajj	WWJD? Disciple Good News	Genesis Cosmology Evolution	Resurrection Hope Incarnation	Akhirah Jihad righteous	Kingdom Vulnerable
Enrichment	A visit to East London Mosque	Exploring the work of different Christian charities/talking to different charities	Questioning a scientist of the Christian faith	Easter service at All Saints	A Muslim visitor for a Q&A about the importance of Jihad	Creating adverts to promote the church's work on poverty
Educational Visits	East London Mosque			St Paul's Cathedral		
P.S.H.E. Overview						
Jigsaw Piece	Being Me in My Own World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Outcomes	I feel welcome and valued and know how to make others feel the same	I can empathise with people who are different I am aware of my attitude towards	I understand why it is important to stretch the boundaries of my current learning	I understand that people can get problems with their mental health and that it	I understand how it feels to have people in my life that are special to me I can use some strategies to	I know how to develop my own self esteem I can express how I feel about the changes that will

	<p>I understand my own wants and needs and can compare these with children in different communities</p> <p>I understand my own wants and needs and can compare these with children in different communities</p> <p>I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them</p> <p>I can contribute to the group and understand how</p>	<p>people who are different</p> <p>I know how it can feel to be excluded or treated badly by being different in some way</p> <p>I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one</p> <p>I appreciate people for who they are</p> <p>I can show empathy with people in either situation</p>	<p>I can set success criteria so that I will know whether I have reached my goal</p> <p>I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations</p> <p>I can empathise with people who are suffering or who are living in difficult situations</p> <p>I can identify why I am motivated to do this</p> <p>I can give praise and compliments to other people when I recognise their</p>	<p>is nothing to be ashamed of</p> <p>I can help myself and others when worried about a mental health problem</p> <p>I can recognise when I am feeling those emotions and have strategies to manage them</p> <p>I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control</p> <p>I can resist pressure to do something online</p>	<p>manage feelings associated with loss and can help other people to do so</p> <p>I can recognise when I am feeling those emotions and have strategies to manage them</p> <p>I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control</p> <p>I can take responsibility for my own safety and well-being</p> <p>I can take responsibility for my own safety and well-being</p>	<p>happen to me during puberty</p> <p>I can recognise how I feel when I reflect on the development and birth of a baby</p> <p>I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to</p> <p>I can express how I feel about my self-image and know how to challenge negative 'body-talk'</p>
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	we can function best as a whole I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself		contributions and achievements	that might hurt myself or others I can take responsibility for my own safety and well-being		I know how to prepare myself emotionally for the changes next year.
P4C Overview						
P4C Theme	Family/Friendships	Tolerance/ Respect	Environment	Responsibilities	War/Peace	Identity
Stimulus	 Father and Daughter- Michael Dudok De Wit (YouTube)  You Have More Friends Than You Know-Glee (YouTube/Song)	 Purl- Pixar Short (Youtube)  Man- Steve Cutts (YouTube)	 Man- Steve Cutts (YouTube)  Where the Forest Meets the Sea by Jeanette Baker	 Like a girl- Always Advert (YouTube)	 A Child's Garden- Michael Foreman (Book)	 Changing Batteries- Short Animation Film (YouTube)  The Present-Pixar (YouTube)

	 <p>African Children- Okecha Bros (Google/Painting)</p>	 <p>The Colour of Home- Mary Hoffman (Book)</p>	<p>Where the forest meets the sea- Jeannie Baker (Book)</p>  <p>Cave Painting- Banksy (Google/Image)</p>	 <p>Seedfolks- Paul Fleischman (Book)</p>  <p>Rocky Road- Rose Kent (Book)</p>	 <p>Always and Forever- Debi Gliori (Book)</p>  <p>Throwing Flowers- Banksy (Google/Graffiti)</p>	 <p>Amina's Voice- Hena Kahn (Book)</p>
<p>4C's Skills</p>	<p>I can encourage others to contribute I can evaluate the evidence offered by others</p>	<p>I can encourage others to contribute I can evaluate the evidence offered by others</p>	<p>I can ask questions of each other that support the progress of the enquiry I can encourage others to contribute</p>	<p>I can ask questions of each other that support the progress of the enquiry I can encourage others to contribute</p>	<p>I can identify associated concepts explaining their connections and relevance I can evaluate the range of possibilities</p>	<p>I can evaluate in some detail the range of possibilities I can ask questions of each other that support the progress of enquiry</p>



R.E., P.S.H.E. and P4c Curriculum Overview 2023-24



					I can offer/evaluate a range of reasoned conclusions	I can evaluate the evidence offered by themselves and others I can evaluate a range of reasoned conclusions I can summarise the progress of the enquiry
Year 6 conceptual application						
Skills	Being welcoming, accepting	Celebrate difference, be tolerant		Being responsible for ourselves and looking out for others		
Knowledge	I feel welcome and valued and know how to make others feel the same	I can empathise with people who are different I am aware of my attitude towards people who are different		I can recognise when I am feeling those emotions and have strategies to manage them		