



	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn</b>	<p><b>There's only one you in this great big world.</b> <b>Kindness, Cooperation, Fairness</b></p> <p>Article 7: Right to have a name, and be registered. Article 13: Freedom of expression and opinions. Article 24: Right to Healthcare</p> <p><b>PSHE</b> <b>Health &amp; Wellbeing:</b> -Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. -Starting to eat independently and learning how to use a knife and fork.</p> <p><b>Relationships:</b> - Become more outgoing with unfamiliar people, in the safe context of their setting. -Can start a conversation with an adult or a friend and continue it for many turns.</p> <p><b>Living in the community:</b> -Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. -Do not always need an adult to remind them of a rule. -Begin to make sense of their own life-story and family's history.</p> <p><b>Global links:</b> Children in Gambia start nursery at all different ages. They always start school in nursery. -Sing a nursery rhyme and record it. Send it to Gambia and receive one back.</p>	<p>We're part of a community. Our strength is our diversity...All are welcome here. <b>Kindness, Respect, Gratitude</b></p> <p>Article 7: Right to have a name, and be registered. Article 28: Right to education.</p> <p><b>PSHE</b> <b>Health &amp; Wellbeing:</b> -Identify and moderate their own feelings socially and emotionally. -Manage their own basic hygiene and personal needs, including dressing/toilet/diet. -Be confident to try new activities and show independence and perseverance in the face of challenge.</p> <p><b>Relationships:</b> -Name and describe people who are familiar to them. -Form positive attachments to adults and friendships with peers. -Develop social phrases. - See themselves as a valuable individual.</p> <p><b>Living in the community:</b> -Think about the perspectives of others. -Talk about members of their immediate family and community. -Recognise that people have different beliefs and celebrate special times in different ways.</p> <p><b>Global links:</b> Look at Gambian school children in uniform and speak about how they had to have donated shoes to go to school. Make Christmas decorations and a Christmas card to send to Half Dye school.</p>	<p><b>I'll huff and I'll puff</b> <b>Respect, Kindness, Courtesy</b></p> <p>Article 14: Freedom of thought, belief and religion. Article 13: Freedom of expression and opinions. <b>Global links:</b> Compare our buildings to Gambian building made from metal/mud.</p> <p><b>PSHE</b> <b>Health &amp; Wellbeing:</b> -Staying healthy, the importance of healthy eating, exercise, diet and keeping safe in the sun (H1,H2, H3, H8, H10) -Hand washing to reduce the spread of germs (H5) <b>Global links:</b> Make a hand washing poster for children at Half Dye school.</p> <p><b>Relationships:</b> -What physical contact is acceptable and comfortable? And how to respond/who to tell. (R13,R16)</p> <p><b>Living in the wider community:</b> -To construct, agree and follow class rules. -To know that other people and living things have rights.(L1)</p>	<p><b>The Colour of Home</b> <b>Kindness, Respect, Gratitude</b></p> <p>Article 17: Right to access information. Article 15: Freedom of association.</p> <p><b>PSHE</b> <b>Health &amp; Wellbeing:</b> -Understand the importance of relaxing (H4) - Know that medicines can help us stay healthy when needed. (H6) -Understand ways of staying healthy - both emotionally and physically and now when to talk about feelings (H17, H18, H19) <b>Global links:</b> Speak about the choices they have at lunchtime. Gambian children share a bowl of rice every day.</p> <p><b>Relationships:</b> -Talk about things that matter to them and their opinions and respects differences in others. Share one-to-one and in whole class discussion.(R23, R24, R25)</p> <p><b>Living in the wider community:</b> -To know that people and living things have different needs but should work as a team. (L2) -Know that they belong to different groups and have similarities and differences compared to others (L4, L5) <b>Global links:</b> Strong sense of community in Gambia. The villagers will often cook together in the communal kitchen and then eat together in an order.</p>	<p><b>A home where we can be safe and begin our story again.</b> <b>Fairness, Courage, Cooperation.</b></p> <p>Article 31: Right to play. Article 15: Freedom of association. <b>Global links:</b> Discuss that Gambia are re-joining the commonwealth. <b>Global links:</b> Make a poster/leaflet about a playground/team game we enjoy and send to children at Half Dye school.</p> <p><b>PSHE</b> <b>Health &amp; Wellbeing:</b> -Make informed decisions about health and lifestyle including exercise and diet choices and their impact. (H1, H2, H3,H4, H6, H7) -Understand the everyday things that can affect feelings and know the importance of expressing feelings. (H18,H19)</p> <p><b>Relationships:</b> -Recognise that there are different types of relationships. (R1) -Understand that there are different types of families and positive family life is filled with care. know if family is making them unhappy (R6, R7, R8, R9)</p> <p><b>Living in the wider community:</b> -Recognise the reasons for rules and consequences.(L1) -Understand that Human Right protect everyone. (L2) -Understand the link between rights and respects. (L3)</p>	<p><b>A home where we can be safe and begin our story again.</b> <b>Fairness, Courage, Cooperation.</b></p> <p>Article 28: Right to education Article 14: Freedom of thought, belief and religion. <b>Global links:</b> Gambia is a Muslim/Christian country, yet everyone celebrates both Christian and Muslim festivals.</p> <p><b>PSHE</b> <b>Health &amp; Wellbeing</b> -Understand the elements of a healthy diet and lifestyle. (H2) -Know what good physical health looks like and how to recognise illness. (H5,H11)</p> <p><b>Relationships:</b> -Understand the importance of friendships both online and offline. (R10,R11,R12) - Understand how to seek support if feeling lonely or excluded (R13)</p> <p><b>Living in the wider community:</b> -Understand and show compassion towards others. (L4) -Know that different groups of people make up their community. (L7, L6)</p> <p><b>Global links:</b> No monarchy in Gambia. Debate the advantages/disadvantages.</p> <p>Look at women's rights in other countries such as The Gambia, and how many women are in positions of power.</p>	<p><b>Please Sir!</b> <b>Respect, Self-discipline, Kindness</b></p> <p>Article 29: Right to reach full potential and be taught to respect the environment.</p> <p><b>PSHE</b> <b>Health &amp; Wellbeing:</b> -Know how sleep contributes to a healthy lifestyle.(H8) -Understand how sun exposure and bacteria can effect health (H9,H12) - Know that medicine contribute to good health when used correctly. (H10)</p> <p><b>Relationships:</b> -Understand that healthy friendships make people feel included. (R14) -Know that friendships have ups and downs. (R16) -Know strategies for managing peer pressure and dealing with unkind relationships on and offline. (R15,R17)</p> <p><b>Living in the wider community:</b> - To work collaboratively towards shared goals.</p>	<p><b>Lines may divide us, but hope will unite us</b> <b>Fairness, Respect, Courtesy</b></p> <p>Article 13: Freedom of expression and opinions. Article 14: Freedom of thought, belief and religion. <b>Global links:</b> Gambia is a Muslim/Christian country, yet everyone celebrates both Christian and Muslim festivals. <b>Global links:</b> Previously no freedom of speech in the Gambia. They were scared of the old President (dictatorship), yet there was little crime because of the fear.</p> <p><b>PSHE</b> <b>Health &amp; Wellbeing:</b> -Know how to make informed choices, use problem solving strategies and be prepared for new responsibilities. (H24, H35, H36) -To know the importance of balancing online time with other activities (H13) -Understand the importance of keeping personal information safe and following age restrictions and rules. (H37, H42)</p> <p><b>Relationships:</b> -Know where to seek help if a relationship feels uncomfortable. (R28, R29) -Know that personal behaviour can affect other people and it is acceptable to disagree with others. (R30, R34)</p> <p><b>Living in the wider community:</b> - Recognise ways in which social media can be used. (L11) - Understand ways information and data can be shared.(L13,L15) -Recognise things that are appropriate to share/not share online. (L16)</p>



Spring

<p><b>A super hero just like you</b> <i>Gratitude, Honesty, Courage</i></p> <p>Article 31: Right to play.</p> <p><b>Global links:</b> Look at a nursery classroom in Gambia. What toys do they have?</p> <p><b>PSHE</b> <b>Health &amp; Wellbeing:</b> -Begin to put on own coat and care for their own belongings. -Begin to understand how others might be feeling.</p> <p><b>Relationships:</b> - Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. -Develop appropriate ways of being assertive.</p> <p><b>Living in the wider world:</b> - Develop their sense of responsibility and membership of a community. -Show interest in different occupations.</p>	<p><b>Run, run as fast as you can.</b> <i>Cooperation, Fairness, Self-discipline</i></p> <p>Article 17: Right to access information. Article 19: Right to be safe. Article 15: Freedom of association.</p> <p><b>PSHE</b> <b>Health &amp; Wellbeing:</b> -Further develop the skills they need regarding their personal hygiene in order to manage the school day with independence. -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p><b>Relationships:</b> -Hold conversation when engaged in back-and-forth exchanges with their teachers and peers. -Build constructive and respectful relationships.</p> <p><b>Living in the wider world:</b> -- Explain the reasons for rules, know right from wrong and try to behave accordingly. Talk about the lives of people around them and their roles in society.</p> <p><b>Global links:</b> Learn an oral story, video it and send to Gambia. Speak about availability of literature in more deprived countries.</p>	<p><b>In the Towering Forest</b> <i>Fairness, Cooperation, Honesty</i></p> <p>Article 19: Right to be safe. Article 28: Right to education</p> <p><b>PSHE</b> <b>Health &amp; Wellbeing:</b> -Changes in life such as moving house, loss of pets. -Growing and changing and what new responsibilities and independence this may bring. (H11, H12, H13, H14, H15) <b>Relationships:</b> -Offer feedback and support to others. -Talk about things that are fair/unfair, kind/unkind and good/bad secrets/surprises. - Know how to respond safely to unkind behaviour. (R21, R22, R15) <b>Living in the wider world:</b> - To know they all unique and there will never be another one of them. (H21,H22, H23) - Look at similarities with others and things they have in common, and respect those differences. (L2)</p> <p><b>Global links:</b> Compare a typical day/week weather with that in Gambia. If it rained in Gambia for a week, what may happen? (Houses leak/flood).</p>	<p><b>A medicine no doctor in the world has made before</b> <i>Courage, Self-discipline, Cooperation</i></p> <p>Article 7: Right to have a name, and be registered. Article 24: Right to health and nutritious food.</p> <p><b>Global links:</b> Some children in Gambia don't have a name, just called "One Boy". School will give them a name.</p> <p><b>PSHE</b> <b>Health &amp; Wellbeing:</b> -Recognise risks in everyday situations and tasks and how to minimise these. (H29) -Know how to keep safe in unfamiliar settings and know who can help to keep us safe.(H30, H32, H31) -Know how to get help if there is an accident. (H35,H36) <b>Global links:</b> In Gambia they don't have strict rules about road/car safety. They don't have to wear seatbelts etc. Have a class discussion about this. <b>Relationships:</b> -How to respond when someone is unkind to you. (R11, R12, R14) -Recognise types of bullying and how to deal with being bullied or witnessing it. (R19,R20) <b>Living in the wider world:</b> -Understand that money comes in different forms and know how people make different choices about money spending (L10,L11,L13) -Understand that jobs help people earn money (L15)</p> <p><b>Global links:</b> Compare our money to other currency around the world.</p>	<p><b>A place of invention, imagination and discovery.</b> <i>Courtesy, Self-discipline, Honesty</i></p> <p>Article 17: Right to access information.</p> <p><b>PSHE</b> <b>Health &amp; Wellbeing:</b> -Predict, assess and manage risks. (H38,H39) -Know how to keep safe in the environment and local community. (H41)</p> <p><b>Global links:</b> Transport in The Gambia is mainly donkeys, carts and boats as there are no railways. Similarities and differences to England.</p> <p><b>Relationships:</b> -Know the impact of bullying both online and offline. (R19, R24) -Understand privacy and boundaries and how to respond appropriately. (R22, R24) <b>Living in the wider world:</b> -Know how the internet can be used both positively and negatively. (L11) - Know how to assess the reliability of sources of information online. (L12)</p>	<p><b>You could be great you know. It's all here in your head.</b> <i>Fairness, Kindness, Gratitude</i></p> <p>Article 24: Right to health and nutritious food. Article 29: Right to reach full potential and be taught to respect the environment.</p> <p><b>PSHE</b> <b>Health &amp; Wellbeing:</b> -Understand how safe use of medicine can prevent illness. (H10) -Understand the risks of some medicines/household products and know how to manage these. (H40, H46) <b>Relationships:</b> -Have strategies to respond to hurtful behaviour. (R20,R23) -Understand when things should be kept confidential and when it should be shared. (R27,R28) <b>Living in the wider world:</b> -Understand different ways to pay for things and that peoples spending decisions can affect others. (L17, L19, L20) -Know different ways to keep track of money/save money (L21)</p> <p><b>Global links:</b> In Sintet, Gambia, they are running a solar energy project. What is solar energy? Why do you think they need it?</p> <p><b>Global links:</b> In hotels, restaurants and other public places, they will save plastic bottles and straws to recycle for money- is there anything we could recycle at school that we don't already? (plastic bottles from lunch).</p>	<p><b>It's one giant leap for mankind!</b> <i>Cooperation, Courtesy, Honesty</i></p> <p>Article 15: Freedom of association. Article 24: Right to health and nutritious food.</p> <p><b>PSHE</b> <b>Health &amp; Wellbeing:</b> -Know how to manage risk and keep safe. Understand how to carry out basic first aid or how to react in an emergency. (H38, H43, H44) -Know that FGM is against the law and how to report concerns (H45) <b>Relationships:</b> -Know how to deal with a relationship if it is making them feel uncomfortable.(R9) -Know how to get advice and seek permission in different situations (R26,R29) <b>Living in the wider world:</b> -How to get help for themselves and others regarding bullying/discrimination.</p> <p><b>Global links:</b> Explore and enjoy some Gambian dancing and art. Globetrotters group to help run this from their experiences.</p> <p><b>Global links:</b> Can the location of a place affect sustainability/economy? Look at Gambia and the inland town of Sintet, struggles to grow crops because of how dry and hot it is. Compare with UK.</p>	<p><b>Look I didn't want to be a half-blood. I never asked to be the son of a Greek god.</b> <i>Honesty, Gratitude, Kindness</i></p> <p>Article 7: Right to have a name, and be registered.</p> <p><b>PSHE</b> <b>Health &amp; Wellbeing:</b> -Understand when to seek support, know how to respond to feelings and warning signs of mental health needs. (H14, H15, H21, H22) -Have strategies to respond to feelings appropriately. (H20) <b>Relationships:</b> -Understand the meaning of marriage and that it cannot take place against their will. (R3, R4) -Know that people may be attracted to someone of the same sex.(R2) <b>Living in the wider world:</b> -Identify the ways that money can impact on people's feelings or emotions. (L24) -Understand risks associated with money -gambling, loans, stolen. (L22)</p> <p><b>Global links:</b> Do they have Olympics/World Cup in The Gambia? Why not? Lack of funding etc. puts them at a disadvantage as they cannot afford the kits, training, travel to be involved in large sporting events.</p> <p>Could year 6 run a football campaign for kit and deflated balls etc?</p>
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Summer

<p>There's magic in this tiny seed <b>Respect, Self-discipline, Courtesy</b></p> <p>Article 29: Right to reach full potential and be taught to respect the environment.</p> <p><b>PSHE</b> <b>Health &amp; Wellbeing:</b> -Make healthy choices about food, drink, activity and tooth brushing. -Be increasingly independent in meeting their own care needs.</p> <p><b>Relationships:</b> -Help to find solutions to conflicts and rivalries. -Talk with others to solve conflicts.</p> <p><b>Living in the wider world:</b> -Continue to develop positive attitudes about the differences between people. -Increasingly follow rules, understanding why they are important.</p> <p><b>Global links:</b> Look at a nursery classroom in Gambia. What toys do they have?</p>	<p>Long, long ago... <b>Honesty, Courage, Courtesy</b> Article 24: Right to health and nutritious food. <b>Global links:</b> Look at a typical Gambian meal and speak about similarities and differences to our own.</p> <p><b>PSHE</b> <b>Health &amp; Wellbeing:</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 -Speak about feelings regarding transition to year 1, and that it is ok to feel both happy/nervous etc.</p> <p><b>Relationships:</b> -Use talk to help work out problems. -Work and play cooperatively and take turns with others.</p> <p><b>Living in the wider world:</b> -- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. --Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p>	<p>All the water in the world <b>Self-discipline, Gratitude, Courage</b> Article 31: Right to play. <b>Global links:</b> Play a Gambian playground game.</p> <p><b>PSHE</b> <b>Health &amp; Wellbeing:</b> Identify good/ not so good feelings, the vocabulary around this, and strategies to deal with those feelings. -What is privacy? What right do they have to keep some things private and respect others privacy both in person and online. (H28,H34) <b>Relationships</b> -To identify their special people/pets. what makes them special and how they should be treated.(R1,R2) -Understand that all families are different. (R3, R4, R5) <b>Living in the wider world:</b> -Know about different jobs people in the community have. (L14,L15,L16)</p> <p><b>Global links:</b> what kind of animals do we keep as pets? In Gambia they don't keep dogs as pets but they often keep goats and chickens.</p>	<p>The Black Country's Bostin! <b>Honesty, Courtesy, Fairness</b> Article 29: Right to reach full potential and be taught to respect the environment.</p> <p><b>PSHE</b> <b>Health &amp; Wellbeing:</b> -Understand change and loos and feelings associated with these. (H20) -Understand how people change from young to old and how their needs change. (H25,H26) - Understand how to prepare for change (H27)</p> <p><b>Relationships:</b> -Listen to others and work cooperatively. (R7, R6) -Communicate their feelings to others, recognise others feelings, and how their behaviour affects others feelings. (R9, R24) <b>Living in the wider world:</b> -To know how the internet supports everyday life and that sometimes information online isn't true (L8,L9)</p>	<p>We are the music makers, we are the dreamer of dreams. <b>Respect, Gratitude, Kindness</b> Article 19: Right to be safe. Article 7: Right to have a name, and be registered.</p> <p><b>PSHE</b> <b>Health &amp; Wellbeing:</b> -Recognise individual and personal qualities and strengths.(H27,H28) - Know how to manage change, set back and failures. (H29) <b>Relationships:</b> -Recognise the importance of self-respect (R31) -Understand how personal behaviour can effect others both online or offline (R30) <b>Living in the wider world:</b> -Identify positive things about themselves and others and set goals for personal achievements. (L25) -Know that there is a wide range of jobs available and aspirations should not be limited (L26,L27) -Know skills that will support them in future carer choices. (L30)</p> <p><b>Global links:</b> Recently many fish were washed up onto the Gambian beach. This led to a lack of food resources. What could have caused this? Is this even important?</p>	<p>It took them many thousands of moon, many generations.... <b>Courtesy, Self-discipline, Honesty</b> Article 13: Freedom of expression and opinions.</p> <p><b>PSHE</b> <b>Health &amp; Wellbeing:</b> -To talk about physical and emotional changes during puberty and how good hygiene supports this. (H31, H32) -Know where to get information about puberty from. (H43) <b>Relationships:</b> -Respect differences and similarities between people/places (R32) -Listen and respond respectfully to others (R33) <b>Global links:</b> Explore African farming, and how they do not waste anything. They have certain "cash crops" such as Cashew to make them lots of money quickly. Market gardens were improved by Project Gambia to make it sustainable. <b>Living in the wider world:</b> -Know about some of the different ways information and data can be shared. (L13) -Understand how information on the internet is ranked and targeted. (L14)</p>	<p>There is still so much of the world to know <b>Fairness, Courage, Gratitude</b> Article 31: Right to play. Article 24: Right to health and nutritious food. Article 28: Right to education</p> <p><b>PSHE</b> <b>Health &amp; Wellbeing:</b> -Discuss strategies that support mental health. (H16) -Recognise their individual qualities and what makes them unique. E.g. culture, family, gender. (H25, H26, H27) <b>Global links:</b> "Re-cycle" campaign. Could Year 5 campaign for old bicycles? <b>Relationships:</b> -What kind of physical contact is acceptable? (R20) -Understand the importance of self-respect and respect for others (R33) <b>Living in the wider world:</b> -To research, discuss and debate topical issues.</p> <p><b>Global links:</b> Life in Kutisilo (Ki-ti-si-low), Gambian town, is very Victorian. They use washboards for washing. They have no electricity and they cook with wood. They eat no processed foods but they don't eat a balanced diet-rice and fish. So this is having an impact on their health-lots of diabetes.</p>	<p>A disaster of an earthly proportion strikes <b>Courage, Cooperation, Self-discipline</b> Article 17: Right to access information. Article 19: Right to be safe.</p> <p><b>PSHE</b> <b>Health &amp; Wellbeing:</b> -To speak about change and loss, (separation, bereavement, divorce etc.) (H23) -Understand human reproduction and birth as part of the human lifecycle. (H33) <b>Relationships:</b> -Know that there are different types of families and relationships (R7) <b>Living in the wider world:</b> -Understand diversity and stereotypes. (L9,L8) -Know about prejudice and behaviour related to them. (L10)</p> <p><b>Global links:</b> Use maps to locate The Gambia. Conduct some research and write a short travel brochure about all the reasons to visit the Gambia.</p>
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