
 Stanford Junior and Infant School 			
	Autumn	Spring	Summer
Foundation	<p>Myself and People around me Me, family (family tree) and friends Relationships with peers and staff in school</p> <p>Awareness of different places, cultures and needs Celebration of Chinese New Year, Diwali and Passover Cultural differences in home lives of children in the class</p>	<p>Right and Wrong Right and wrong Fair and unfair Good and bad choices</p> <p>Independence Learning about what is important to them as an individual Learning to do things independently – putting coat on/ dressing after PE/ personal hygiene/ eating lunch/ moving around the school etc</p> <p>Going for Goals Setting targets/ next steps (for summer term) How will these goals be achieved?</p>	<p>Fairness Fair and unfair Sharing Turn taking Rules</p> <p>Exploring Exploring our school environment Exploring the wider environment</p>
Year 1	<p>Taking Part Learning what it means to be a good listener Formulating and responding to questions Conflict resolution particularly on the playground</p>	<p>Choices Right and wrong Fair and unfair Good and bad choices Learning about what is important to them as an individual</p>	<p>People who help us Police Individual and collective responsibilities Emergency services Keeping safe</p>

	<p>Living in a diverse world Recognising similarities and differences Learning about cultures and communities Recognising and respecting diversity Bullying</p>	<p>Animals and us Animal needs Human needs Responsibility to wildlife and our world</p>	<p>Developing our school grounds Likes and dislikes Issues on the playground School community Working with others within the school Discussion – listening to the views of others</p>
<p>Year 2</p>	<p>Taking part Learning what it means to be a good listener Formulating and responding to questions Group discussion ‘Conscience Alley’ regarding relevant matters Conflict resolution and problem solving</p> <p>Living in a diverse world Recognising similarities and differences Learning about cultures and communities Discussing the differences in communities and giving their opinions Recognising and respecting diversity Basic human rights Prejudice Bullying</p>	<p>Choices Right and wrong Fair and unfair Good and bad choices Learning about what is important to them as an individual Influence that can affect choice Rights and responsibilities Peer pressure Advertising</p> <p>Animals and us Animal needs Human needs Responsibility to wildlife and our world</p>	<p>People who help us Police Individual and collective responsibilities Emergency services Help and Hoax Keeping safe</p> <p>Developing our school grounds Likes and dislikes Issues on the playground School community Working with others in our school Discussion – listening to the views of others</p>

<p>Year 3</p>	<p>Choices Recognising the choices they make Decision making Communicating viewpoints with others Making choices Peer pressure</p> <p>People who help us Police and their work: dogs/ horses/ different sections Crimewatch – keeping the community safe</p> <p>Living in a diverse world Uniqueness – how to speak and respond to others Belonging – differences in other communities Learning about different places and drawing on own experiences How to support those who may suffer discrimination</p>	<p>Children’s rights <i>(Human rights)</i> Differences between wants and needs Learning the basic human rights Learning about the rights that come with responsibilities Fair/ unfair Role play/drama to explore issues Learning about how to be fair</p> <p>How do rules and laws affect me? Rules and laws – why are they necessary? Importance of rules Democracy</p>	<p>Respect for property Stealing is wrong and against the law How victims of crime are affected in a number of ways Using imagination/ role play to explore the feelings of others through traditional stories such as Goldilocks and the three bears/ Pinocchio The importance of respecting property/ lack of respect for school property – why does it matter? What happens if we don’t respect it?</p> <p>Local democracy for young citizens Where do we live? Explore the local and wider community Local community and how it has changed over time Local heroes as well as others who work in our community such as farmers, vicars, teachers etc Working together to pose higher order questions and undertake research What’s in the news? – local topical news Topical issues, problems and events How what we choose to do affects others</p>
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Year 4	<p>Choices</p> <p>Strategies for making informed decisions</p> <p>Peer influence – positive/ negative</p> <p>Comparing different texts (newspapers, articles on the internet) on the same topic to notice diversity - how do you know whether they are fact or fiction?</p> <p>Why does the media write what it does, even though it may be negative?</p> <p>People who help us</p> <p>Police and local organisations and how the decisions made by the local organisations affect the community – the houses that are being built in Laceby</p> <p>The work of the PCSO in the village and in the school</p> <p>The vicar – how does he support us in school?</p> <p>Living in a diverse world</p> <p>How do you feel about the local community – Laceby, Aylesby, Riby?</p> <p>Diversity within communities</p> <p>How the world is interdependent – discuss relevant current topics (Brexit)</p>	<p>Children’s rights (Human rights)</p> <p>Differences between wants and needs</p> <p>Learning the basic human rights</p> <p>Learning about the rights that come with responsibilities</p> <p>Fair/ unfair</p> <p>Prejudice and conflict resolution</p> <p>How do rules and laws affect us?</p> <p>Democracy</p> <p>Importance of rules</p> <p>Discussions and taking turns to listen and speak</p>	<p>Respect for property</p> <p>Stealing is wrong and against the law</p> <p>How are victims affected by crime?</p> <p>Placing yourself in the position of others</p> <p>Respecting property in the community</p> <p>Conflict resolution</p> <p>Local democracy for young citizens</p> <p>Where we live</p> <p>How has the community in which we live changed over time?</p> <p>Research and report on changes – are they positive or negative?</p> <p>What’s in the news?</p> <p>Local issues –research</p> <p>How does the media present information? How does it affect different age groups/ religious groups/ professional/ non-professional groups etc?</p>

	How do we deal with prejudice and racism?		
Year 5	<p>Choices</p> <p>Matters that are important to them</p> <p>Making decisions and explaining choices</p> <p>Considering alternatives/ compromising</p> <p>Look at how the media target a particular audience</p> <p>People who help us</p> <p>Issues that the police deal with</p> <p>Work of the police</p> <p>Local schemes –PCSO</p> <p>How can children contribute to community issues?</p> <p>Living in a diverse world</p> <p>Different communities</p> <p>Diversity within and between different communities</p> <p>Similarities and differences in communities</p> <p>Spotting racism and prejudice and how to support the victims of these</p>	<p>Children’s rights</p> <p>Basic human rights</p> <p>Fair and unfair</p> <p>Rights and responsibilities</p> <p>Right and wrong and their perceptions of what is right and wrong</p> <p>Aggression and bullying</p> <p>How do rules and laws affect us?</p> <p>Why do we need rules?</p> <p>What is democracy?</p> <p>How laws are made</p> <p>Law breaking and why people might need to do it</p> <p>How having a criminal record might affect a person’s future prospects</p>	<p>Respect for property</p> <p>Shoplifting looking at and understanding both sides</p> <p>Respecting property in the local community and the importance of this</p> <p>Consequences of crimes and vandalism</p> <p>Local democracy for young citizens</p> <p>Local area discussions with residents/ PCSO</p> <p>What does the local council do?</p> <p>Debate a local or topical issue</p> <p>What’s in the news?</p> <p>Fact or opinion?</p> <p>How news is presented in a particular way to attract audiences</p> <p>Group work to write a news article about a local/ topical issue</p>
Year 6	<p>Choices</p> <p>Considering alternative choices and explaining them</p> <p>Using strategies and making informed decisions</p>	<p>Children’s rights</p> <p>Human rights</p> <p>Children’s right in history and how these have changed</p> <p>Fairness</p> <p>Racism</p>	<p>Local democracy for young citizens</p> <p>Learning how local representatives are chosen</p> <p>Researching local issues</p>

	<p>Distinguishing between fact and fiction – using different texts on the same topic to compare</p> <p>People who help us</p> <p>Police – how they keep our streets safe</p> <p>Other issues dealt with by the police</p> <p>Crime concern – issues dealt with by local organisations</p> <p>Learning about local schemes</p> <p>Living in a diverse world</p> <p>Identifying different types of prejudice and looking at strategies of how to deal with it</p> <p>What have we learned about our community and the part we play in it?</p> <p>Researching to find evidence that we live in an interdependent world</p> <p>Learning about different communities in different parts of the world and their diversity.</p>	<p>Understanding the nature and consequences of teaching about aggression</p> <p>How do rules and laws affect us?</p> <p>Role of Parliament</p> <p>Role of MPs – including local MPs</p> <p>Learning why and how laws are made</p> <p>Contributing opinions to a debate</p>	<p>What's in the news?</p> <p>Looking at different newspapers and discussing recent topics</p> <p>How is news communicated today?</p> <p>How does the media present information to persuade the reader?</p>
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