



NUTFIELD CHURCH CE PRIMARY SCHOOL  
WELLBEING CURRICULUM OVERVIEW 2019/2020

Year 1						
Christian Value of the term:	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
Bolt-on:	Ourselves / Others / Our World	Ourselves / Others / Our World	Ourselves / Others / Our World	Ourselves / Others / Our World	Ourselves / Others / Our World	Ourselves / Others / Our World
Events:	The Big Vote!		Working Week		Feeling Good Week (outdoor learning)	
Love Projects:	Winter Night Shelter/ Operation Christmas Child		Tin-a-Week/ Lent Appeal		Class Love Project/ Surfers Against Sewage	
PSHE:	Looking after our school community  Focus on the 'special people' who work in the children's community and who are responsible for looking after them and protecting them.  Discuss how people contact those special people when they need their help, including dialling 999 in an emergency.	A right to basic needs  Wants and Needs activity.	What is money for?  <a href="https://www.funkidslive.com/earn/co-op-money/what-is-money-and-how-does-it-work/#">https://www.funkidslive.com/earn/co-op-money/what-is-money-and-how-does-it-work/#</a>	Keeping bodies healthy  What is good for us?  What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.  The importance of, and how to, maintain personal hygiene.  That household products, including medicines, can be harmful if not used properly.  What positively and negatively affects their physical, mental and emotional health.  What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity.	Mental health  Good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feeling.  What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest.	Growing and caring for ourselves  RSE (3 sessions)
Knife/Gun Crime:						



NUTFIELD CHURCH CE PRIMARY SCHOOL  
WELLBEING CURRICULUM OVERVIEW 2019/2020

P4C:	<p>Why are you saying that? What exactly does this mean? How does this relate to what we have been talking about? What is the nature of ...? What do we already know about this? Can you give me an example? Are you saying ... or ... ? Can you rephrase that, please? What else could we assume? You seem to be assuming ... ? How did you choose those assumptions? Please explain why/how ... ? How can you verify or disprove that assumption? What would happen if ... ? Do you agree or disagree with ... ? Why is that happening? How do you know this? Show me ... ?</p>					
Anti-Bullying:	<b>Valuing self and others</b>  <b>Peer Mediators</b>  To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable.	<b>Positive relationships</b>  <b>Peace Maker's Charter/Anti-bullying week</b>  To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.  To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.  To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).	<b>Keeping ourselves safe</b>  <b>Talk Time Boxes</b>  To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell.'  The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.  To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond.	<b>What is a good friend?</b>  <b>Friendship Bench/Online Safety/Cyber Bullying</b>  To recognise that their behaviour can affect other people (Implicit in several bullet points in the guidance).  To recognise what is fair and unfair, kind and unkind, what is right and wrong (Implicit in several bullet points in the guidance).  That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).	<b>Dignity for self-others and the world</b>  <b>Posters – Charity organisations and support available</b>  To recognise that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed).	<b>Valuing self and others</b>  <b>Random Acts of Kindness</b>  To identify and respect the differences and similarities between people.



NUTFIELD CHURCH CE PRIMARY SCHOOL  
WELLBEING CURRICULUM OVERVIEW 2019/2020

			Strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.			
<b>British Values:</b>	Democracy	Mutual Respect	Tolerance of different faiths and beliefs	Rule of Law	Individual Liberty	



NUTFIELD CHURCH CE PRIMARY SCHOOL  
WELLBEING CURRICULUM OVERVIEW 2019/2020

Year 2						
Christian Value of the term:	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
Bolt-on:	Ourselves / others/ our world	Ourselves / others/ our world	Ourselves / others/ our world	Ourselves / others/ our world	Ourselves / others/ our world	Ourselves / others/ our world
Events:	<b>Big Vote</b>		<b>Working Week</b>		<b>Class Love Project</b> <b>Feeling Good Week</b>	
Love Project:	<b>Winter Night Shelter</b> <b>Operation Christmas Child</b>		<b>Tin a Week</b> <b>Lent Appeal</b>		<b>Surfers Against Sewage</b>	
PSHE:	Looking after our school community.  How they can contribute to the life of the classroom and school.  To help construct, and agree to follow, group, class and school rules and to understand how these rules help them.  To recognise what is fair and unfair, kind and unkind, what is right and wrong.  To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.  Talk about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help. Including dialling 999 in an emergency.	A right to basic needs.  What improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy).  To talk about the process of growing from young to old and how people's needs change.	Economic well-being  That money comes from different sources and can be used for different purposes, including the concepts of spending and saving.  Talk about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices.	Keeping bodies healthy. What is good for us?  To talk about people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).  Healthy Eating.	Feeling good!  To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.  To talk about change and loss and the associated feelings (including moving home, losing toys, pets or friends).  Ways in which they are all unique; understand that there has never been and will never be another 'them'  Ways in which we are the same as all other people; what we have in common with everyone else.  To recognise that their behaviour can affect other people.	Growing and caring for ourselves.  To talk about growing and changing and new opportunities and responsibilities that increasing independence may bring.  To give the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls.
Knife/Gun Crime:						



NUTFIELD CHURCH CE PRIMARY SCHOOL  
WELLBEING CURRICULUM OVERVIEW 2019/2020

P4C:	Why are you saying that? What exactly does this mean? How does this relate to what we have been talking about? What is the nature of ...? What do we already know about this? Can you give me an example? Are you saying ... or ... ? Can you rephrase that, please? What else could we assume? You seem to be assuming ... ? How did you choose those assumptions? Please explain why/how ... ? How can you verify or disprove that assumption? What would happen if ... ? Do you agree or disagree with ... ? Why is that happening? How do you know this? Show me ... ?					
Anti-Bullying:	<b>Valuing self and others</b>  <b>Peer Mediators</b>  To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable.	<b>Positive relationships</b>  <b>Peace Makers' Charter / Anti-Bullying Week.</b>  To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.  To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.  To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).	<b>Keeping ourselves Safe</b>  <b>Talk Time Boxes</b>  To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'.  What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy.  The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.	<b>What is a good friend?</b>  <b>Friendship Bench</b> <b>Online Safety/ Cyber Bullying</b>  To recognise that their behaviour can affect other people (Implicit in several bullet points in the guidance).  To recognise what is fair and unfair, kind and unkind, what is right and wrong (Implicit in several bullet points in the guidance).  That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).	<b>Dignity for self, others and the world.</b>  <b>Posters – Charity organisations and support available.</b>  That people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed).	<b>Valuing self and others.</b>  <b>Random Acts of Kindness</b>  To identify and respect the differences and similarities between people.



NUTFIELD CHURCH CE PRIMARY SCHOOL  
WELLBEING CURRICULUM OVERVIEW 2019/2020

---

			To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond.			
<b>British values:</b>	Democracy	Mutual respect	Tolerance to different faiths and beliefs	Rule of law	Individual liberty	



NUTFIELD CHURCH CE PRIMARY SCHOOL  
WELLBEING CURRICULUM OVERVIEW 2019/2020

Year 3						
Christian Value of the term:	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
Bolt On:	Ourselves/Others/ Our World	Ourselves/Others/ Our World	Ourselves/Others/ Our World	Ourselves/Others/ Our World	Ourselves/Others/ Our World	Ourselves/Others/ Our World
Events:	Big Vote		Working Week		Feeling Good Week	
PSHE:	Individual liberty  Link to Peace Makers Charter “We are all different....”  To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.  To talk about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement.  That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.	Healthy friendships Staying safe.  To differentiate between the terms, ‘risk’, ‘danger’ and ‘hazard’.  To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.  To recognise how their increasing independence brings increased responsibility to keep themselves and others safe.  What is meant by the term ‘habit’ and why habits can be hard to change.  Strategies for keeping physically and emotionally safe including road safety, and safety in the environment (including rail, water and fire safety).	What is medicine?  To differentiate between the terms, ‘risk’, ‘danger’ and ‘hazard’.  To recognise how their increasing independence brings increased responsibility to keep themselves and others safe.  What is meant by the term ‘habit’ and why habits can be hard to change.  <a href="https://www.bbc.com/bitesize/articles/zg982nb">https://www.bbc.com/bitesize/articles/zg982nb</a>	Economic well-being Saving money.  About the role money plays in their own and others’ lives, including how to manage their money and about being a critical consumer.  That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.	A right to an education.  To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.  To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.  That these universal rights are there to protect everyone and have primacy both over national law and family and community practices.  What being part of a community means, and about the varied institutions that support communities locally and nationally.	Valuing difference and keeping safe  RSE (3 sessions)  To resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices.  To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.  To consider the lives of people living in other places, and people with different values and customs.
Knife/Gun Crime:						



NUTFIELD CHURCH CE PRIMARY SCHOOL  
WELLBEING CURRICULUM OVERVIEW 2019/2020

P4C:	Why are you saying that? What exactly does this mean? How does this relate to what we have been talking about? What is the nature of ...? What do we already know about this? Can you give me an example? Are you saying ... or ... ? Can you rephrase that, please? What else could we assume? You seem to be assuming ... ? How did you choose those assumptions? Please explain why/how ... ? How can you verify or disprove that assumption? What would happen if ... ? Do you agree or disagree with ... ? Why is that happening? How do you know this? Show me ... ?	Can you give me an example of that? What do you think causes ... ? What is the nature of this? Are these reasons good enough? Would it stand up in court? How might it be refuted? How can I be sure of what you are saying? Why is ... happening? Why? (keep asking it -- you'll never get past a few times) What evidence is there to support what you are saying? On what authority are you basing your argument? Another way of looking at this is ..., does this seem reasonable? What alternative ways of looking at this are there? Why it is ... necessary? Who benefits from this? What is the difference between... and...? Why is it better than ...? What are the strengths and weaknesses of...?				
Anti-Bullying:	<b>Valuing Self and Others</b>  <b>Peer Mediators</b>  To reflect on and celebrate the children's achievements, identify their strengths and areas for improvement, set high aspirations and goals.	<b>Positive Relationships</b>  <b>Peace Makers' Charter</b> <b>Anti-Bullying Week</b>  To differentiate between the terms, 'risk', 'danger' and 'hazard'.	<b>Keeping ourselves safe</b>  <b>Talk Time Boxes</b>  To recognise how their increasing independence brings increased responsibility to keep themselves and others safe.	<b>What is a good friend?</b>  <b>Friendship Bench</b> <b>Online Safety/Cyber Bullying</b>  What being part of a community means, and about the varied institutions that support communities locally and nationally.	<b>Dignity for self, others and the world</b>  <b>Posters – charity organisations and support available</b> <b>Visit to Brooklands</b>  To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.	<b>Valuing Self and Others</b>  <b>Random Acts of Kindness</b>  To consider the lives of people living in other places, and people with different values and customs.
British values :	Democracy	Mutual Respect	Tolerance of different faiths and beliefs	Rule of Law	Individual Liberty	



NUTFIELD CHURCH CE PRIMARY SCHOOL  
WELLBEING CURRICULUM OVERVIEW 2019/2020

Year 4						
Christian Value of the term:	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
Bolt-on:	Ourselves / Others / Our World	Ourselves / Others / Our World	Ourselves / Others / Our World	Ourselves / Others / Our World	Ourselves / Others / Our World	Ourselves / Others / Our World
Events:	Big Vote		Working Week		Feeling Good Week	
Love Project:	Winter Night Shelter Operation Christmas Child		Tin a Week Lent Appeal		Class Love Project Surfers Against Sewage	
PSHE:	Tolerance – What is it and is it important?  To be able to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view.  To be able to work collaboratively towards shared goals.  To be able to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.	Peace-keeping - Role models, rules and laws  To be able to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.  To be able to understand why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.  To be able to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.	Debit vs Credit  To be able to understand the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.  To be able to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).  To be able to recognise that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.	Healthy body, heathy mind  To be able to identify what positively and negatively affects their physical, mental and emotional health.  To be able to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.  To be able to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.	Compare: Your rights vs another child Are they the same?  To be able to compare the fulfilment of rights of a British child compared to a child in Africa.  To be able to compare the fulfilment of rights of a British child compared to a child in America.  To be able to compare the fulfilment of rights of a British child compared to a child in China.	Growing up  To be able to use strategies for keeping physically and emotionally safe including road safety, and safety in the environment (including rail, water and fire safety).  To be able to use strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.  To be able to identify people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.
Knife/Gun Crime:						



NUTFIELD CHURCH CE PRIMARY SCHOOL  
WELLBEING CURRICULUM OVERVIEW 2019/2020

<b>P4C:</b>						
<b>Anti-Bullying:</b>	<b>Valuing self and others</b>  <b>Peer Mediators</b>  To know that their actions affect themselves and others.	<b>Positive relationships</b>  <b>Peace Makers' Charter Anti-Bullying Week</b>  To be aware of different types of relationship, including those between acquaintances, friends, relatives and families.	<b>Keeping ourselves safe</b>  <b>Talk Time Boxes</b>  To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy.	<b>What is a good friend?</b>  <b>Friendship Bench</b> <b>Online Safety/Cyber Bullying</b>  To recognise and respond appropriately to a wider range of feelings in others.	<b>Dignity for self, others and the world</b>  <b>Posters – charity organisations and support available</b> <b>Visit to Brooklands (special school)</b>  To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.	<b>Valuing self and others</b>  <b>Random Acts of Kindness</b>  To recognise ways in which a relationship can be unhealthy and who to talk to if they need support.
<b>British Values:</b>	Democracy	Mutual Respect	Tolerance of different faiths and beliefs	Rule of Law	Individual Liberty	



NUTFIELD CHURCH CE PRIMARY SCHOOL  
WELLBEING CURRICULUM OVERVIEW 2019/2020

Year 5						
Christian Value of the term:	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
Bolt On:	Ourselves/Others/Our World	Ourselves/Others/Our World	Ourselves/Others/Our World	Ourselves/Others/Our World	Ourselves/Others/Our World	Ourselves/Others/Our World
Events:	Big Vote		Working Week		Feeling Good week	
Love Project:	Winter Night Shelter Operation Christmas Child		Tin a Week Lent Appeal		Class Love Project Surfers Against Sewage	
PSHE:	Rule of Law (debating)  To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.	Bullies, bullying, pressures and risks  Internet safety  To recognise and respond appropriately to a wider range of feelings in others.	Streetwise: When is a drug dangerous?  To differentiate between the terms, 'risk', 'danger' and 'hazard'.	Understanding money – How to budget  About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.	Individual Liberty: The rights of a child  The differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010).	Puberty  To differentiate between, and the terms associated with, sex, gender identity and sexual orientation.
Knife/Gun Crime:	Identifying Need  Identifying issues that are important to the children.  (London Knife Crime Strategy in Schools)	Attitudes and Values  Explore attitudes and values surrounding knife crime.  (London Knife Crime Strategy in Schools)	Risks and Consequences  Discussion of the risks and consequences of carrying a knife.  (London Knife Crime Strategy in Schools)	Conflict and Choice  Explore how conflict arises and how it can be managed or avoided.  (London Knife Crime Strategy in Schools)	Assessing and Avoiding Risk  Explore risk and how it can be managed.  (London Knife Crime Strategy in Schools)	Influences and Choices  Explore positive and negative influences in the children's lives and the choices they have.  <b>Solutions and Strategies</b>  Explore solutions to violence and conflict at an individual and societal level.  (London Knife Crime Strategy in Schools)



NUTFIELD CHURCH CE PRIMARY SCHOOL  
WELLBEING CURRICULUM OVERVIEW 2019/2020

P4C	Why are you saying that? What exactly does this mean? How does this relate to what we have been talking about? What is the nature of ...? What do we already know about this? Can you give me an example? Are you saying ... or ... ? Can you rephrase that, please? What else could we assume? You seem to be assuming ... ? How did you choose those assumptions? Please explain why/how ... ? How can you verify or disprove that assumption? What would happen if ... ? Do you agree or disagree with ... ? Why is that happening? How do you know this? Show me ... ?	Can you give me an example of that? What do you think causes ... ? What is the nature of this? Are these reasons good enough? Would it stand up in court? How might it be refuted? How can I be sure of what you are saying? Why is ... happening? Why? (keep asking it -- you'll never get past a few times) What evidence is there to support what you are saying? On what authority are you basing your argument? Another way of looking at this is ..., does this seem reasonable? What alternative ways of looking at this are there? Why it is ... necessary? Who benefits from this? What is the difference between... and...? Why is it better than ...? What are the strengths and weaknesses of...?	How are ... and ... similar? What would ... say about it? What if you compared ... and ... ? How could you look another way at this? Then what would happen? What are the consequences of that assumption? How could ... be used to ... ? What are the implications of ... ? How does ... affect ... ? How does ... fit with what we learned before? Why is ... important? What is the best ... ? Why? What was the point of asking that question? Why do you think I asked this question? Am I making sense? Why not? What else might I ask? What does that mean?			
Anti-Bullying:	<b>Valuing self and others</b>  <b>Peer Mediators</b>  To recognise how their increasing independence brings increased responsibility to keep themselves and others safe.	<b>Positive relationships</b>  <b>Peace Makers' Charter Anti-Bullying Week</b>  To recognise and respond appropriately to a wider range of feelings in others.	<b>Keeping ourselves safe</b>  <b>Talk Time Boxes</b>  Different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.	<b>What is a good friend?</b>  <b>Friendship Bench</b> <b>Online Safety/Cyber Bullying</b>  To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.	<b>Dignity for self, others and the world</b>  <b>Posters – charity organisations and support available</b> <b>Visit to Brooklands</b>  To recognise how their increasing independence brings increased responsibility to keep themselves and others safe.	<b>Valuing self and others</b>  <b>Random Acts of Kindness</b>  To recognise their worth as individuals by expressing positive things about themselves and their achievements, seeing their mistakes and setting personal goals.
British Values:	Democracy	Mutual Respect	Tolerance of different faiths and beliefs	Rule of Law	Individual Liberty	



NUTFIELD CHURCH CE PRIMARY SCHOOL  
WELLBEING CURRICULUM OVERVIEW 2019/2020

Year 6						
Christian Value of the term:	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
Bolt On:	Ourselves/Others/ Our World	Ourselves/Others/ Our World	Ourselves/Others/ Our World	Ourselves/Others/ Our World	Ourselves/Others/ Our World	Ourselves/Others/ Our World
Events:	Big Vote		Working Week		Feeling Good Week	
Love Project:	Winter Night Shelter Operation Christmas Child		Tin a Week Lent Appeal		Class Love Project Surfers Against Sewage	
PSHE:	Mutual respect  Community cohesion. Diversity, Migration – political and economic.	Peer pressure  Cyber bullying including mobile phones.	Prevent: What is extremism?  To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.	UN Convention on Child Rights – What is it and why is it important?  Resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world  To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child  That these universal rights are there to protect everyone and have primacy both over national law and family and community practices.	End of year Enterprise Project  What is meant by enterprise and begin to develop enterprise skills.  To understand about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.  To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).	Puberty, relationships and reproduction consent  RSE lessons (3 sessions)
Knife/Gun Crime:	Identifying Need  Identifying issues that are important to the children.  (London Knife Crime Strategy in Schools)	Attitudes and Values  Explore attitudes and values surrounding knife crime.  (London Knife Crime Strategy in Schools)	Risks and Consequences  Discussion of the risks and consequences of carrying a knife.  (London Knife Crime Strategy in Schools)	Conflict and Choice  Explore how conflict arises and how it can be managed or avoided.  (London Knife Crime Strategy in Schools)	Assessing and Avoiding Risk  Explore risk and how it can be managed.  (London Knife Crime Strategy in Schools)	Influences and Choices  Explore positive and negative influences in the children's lives and the choices they have.  <b>Solutions and Strategies</b>  Explore solutions to violence and conflict at an



NUTFIELD CHURCH CE PRIMARY SCHOOL  
WELLBEING CURRICULUM OVERVIEW 2019/2020

						individual and societal level.  (London Knife Crime Strategy in Schools)
<b>P4C:</b>	Why are you saying that? What exactly does this mean? How does this relate to what we have been talking about? What is the nature of ...? What do we already know about this? Can you give me an example? Are you saying ... or ... ? Can you rephrase that, please? What else could we assume? You seem to be assuming ... ? How did you choose those assumptions? Please explain why/how ... ? How can you verify or disprove that assumption? What would happen if ... ? Do you agree or disagree with ... ? Why is that happening? How do you know this? Show me ... ?	Can you give me an example of that? What do you think causes ... ? What is the nature of this? Are these reasons good enough? Would it stand up in court? How might it be refuted? How can I be sure of what you are saying? Why is ... happening? Why? (keep asking it -- you'll never get past a few times) What evidence is there to support what you are saying? On what authority are you basing your argument? Another way of looking at this is ..., does this seem reasonable? What alternative ways of looking at this are there? Why it is ... necessary? Who benefits from this? What is the difference between... and...? Why is it better than ...? What are the strengths and weaknesses of...?	How are ... and ... similar? What would ... say about it? What if you compared ... and ... ? How could you look another way at this? Then what would happen? What are the consequences of that assumption? How could ... be used to ... ? What are the implications of ... ? How does ... affect ... ? How does ... fit with what we learned before? Why is ... important? What is the best ... ? Why? What was the point of asking that question? Why do you think I asked this question? Am I making sense? Why not? What else might I ask? What does that mean?			
<b>Anti-Bullying:</b>	<b>Valuing self and Others</b>  <b>Peer Mediators</b>  To recognise different types of relationships, including those between acquaintances, friends, relatives and families.  To recognise that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership.	<b>Positive relationships</b>  <b>Peace Makers' Charter</b> <b>Anti-Bullying Week</b>  To recognise different types of relationships, including those between acquaintances, friends, relatives and families.  To recognise that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and	<b>Keeping ourselves safe</b>  <b>Talk Time Boxes</b>  To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.	<b>What is a good friend?</b>  <b>Friendship Bench</b> <b>Online Safety/Cyber Bullying</b>  To recognise different types of relationships, including those between acquaintances, friends, relatives and families.  To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.	<b>Dignity for self, others and the world</b>  <b>Posters – charity organisations and support available</b> <b>Visit to Brooklands</b>  To recognise that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others.	<b>Valuing self and others</b>  <b>Random Acts of Kindness</b>  As they approach puberty the changes in emotions that puberty brings and how to manage their feelings towards themselves and others.  To consider the experiences and lives of other people living in other places/times and with different values and customs.



NUTFIELD CHURCH CE PRIMARY SCHOOL  
WELLBEING CURRICULUM OVERVIEW 2019/2020

		who are of the legal age to make that commitment.				
<b>British Values</b>	Democracy	Mutual Respect	Tolerance of different faiths and beliefs	Rule of Law	Individual Liberty	