

New Pasture Lane Primary School

Personal Development Progression of Knowledge and Skills

At New Pasture Lane Primary School, we recognise that personal development is essential to children's wellbeing, learning and future opportunities. That is why Possibilities and Personal Development is one of our four curriculum drivers. Rooted in respect, responsibility, motivation and self-belief, our carefully sequenced curriculum helps every child to shine, build confidence and aim to be the best they can be. Through oracy, enquiry and meaningful real-life learning, children develop the knowledge and language to understand themselves, care for others, stay safe and make informed choices. We teach this learning sensitively, recognising the strengths and needs of our diverse community and helping every child to see possibilities for their future.

British values are woven through each learning strand. Democracy gives children a voice; the rule of law helps them understand why shared rules protect people; individual liberty supports informed and safe choices; and mutual respect and tolerance help children value different experiences, beliefs and circumstances.

Our assembly programme reinforces these themes through stories, discussion, reflection and pupil voice, exploring identity, belonging, wellbeing, relationships, diversity, rights and responsibilities. The assembly timetable is included at the end of this document.



British values

- **Individual Liberty**- We can make some of our own choices in school and we take responsibility for our actions.
- **Rule Of Law**- We understand why rules and laws are made.
- **Democracy**- We have a say in what happens in our school.
- **Mutual Respect And Tolerance** - I understand and respect that not everyone is the same as me and everyone needs to be treated as an individual.

- Statements in black relate directly to learning using the PSHE curriculum.
- Statements in purple relate to additional learning at New Pasture Lane Primary School.
- *Statements in green and italics relate to learning that occurs in other areas of the curriculum.*
- Extra-curricular visitors, visits and trips are highlighted in blue.

PSHE / RSE - Jigsaw SoW								
Learning Strand	**EYFS**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**British values**
Being me in my world 	To understand that there are similarities and differences between me and my friends. To show that I understand my own feelings and feelings of others. To manage my own feelings. To explain why we have rules and know the difference between right and wrong. assemblies Anti-bullying week House Days	To explain why my class is a happy and safe place to learn. To give different examples where I or others make my class happy and safe. assemblies Anti-bullying week House Days	To explain why my behaviour can impact on other people in my class. To compare my own and my friends' choices and can express why some choices are better than others. assemblies Anti-bullying week House Days	To explain how my behaviour can affect how others feel and behave. To explain why it is important to have rules and how that helps me and others in my class learn. To explain why it is important to feel valued. assemblies Anti-bullying week House Days	To explain why being listened to and listening to others is important in my school community. To explain why being democratic is important and can help me and others feel valued. assemblies Anti-bullying week House Days	To compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. To explain how the actions of one person can affect another and can give examples of this from school and a wider community context. assemblies Anti-bullying week House Days	To explain how my choices can have an impact on people in my immediate community and globally. To empathise with others in my community and globally and explain how this can influence the choices I make. assemblies Anti-bullying week House Days	**Democracy** **Rule Of Law** **Individual Liberty** **Mutual Respect And Tolerance**
Celebrating difference 	To show sensitivity to my own needs and the needs of others.I know how to be a kind friend. To stand up for myself and know what words to use if someone is being unkind. To understand that being different is what makes me special and that it is okay if we are all	To tell you some ways that I am different and similar to other people in my class, and why this makes us all special Black History Month Religious festivals calendar / assemblies Anti-bullying week	To explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. Black History Month Religious festivals calendar / assemblies Anti-bullying week	To describe different conflicts that might happen in family or friendship groups and the effects of what people say in these situations Black History Month Religious festivals calendar / assemblies Anti-bullying week	To tell you a time when my first impression of someone changed as I got to know them. To also explain why bullying might be difficult to spot and what to do about it if I'm not sure. Black History Month Religious festivals calendar / assemblies Anti-bullying week	To explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation Black History Month Religious festivals calendar / assemblies. Anti-bullying week	To explain ways in which difference can be a source of conflict or a cause for celebration. Black History Month Religious festivals calendar / assemblies Anti-bullying week	**Democracy** **Rule Of Law** **Individual Liberty** **Mutual Respect And Tolerance**

	good at different things. Black History Month Religious festivals calendar / assemblies Anti-bullying week							
Dreams and goals 	To talk about jobs I might like to do when I am older. To work towards a simple goal. To try new activities and show independence, resilience and perseverance when something is difficult. Assemblies Animated objects workshops House Days	To explain how I feel when I am successful and how this can be celebrated positively. Assemblies Animated objects workshops House Days	To explain how I played my part in a group and the parts other people played to create an end product. To explain how our skills complemented each other. Assemblies Animated objects workshops House Days	To explain the different ways that help me learn and what I need to do to improve. Assemblies Animated objects workshops House Days	To plan and set new goals even after a disappointment. Assemblies Animated objects workshops House Days	To compare my hopes and dreams with those of young people from different cultures. Assemblies Animated objects workshops House Days	To explain different ways to work with others to help make the world a better place Assemblies Animated objects workshops House Days	**Democracy** **Individual Liberty** **Mutual Respect And Tolerance**
Healthy me 	To manage my own basic hygiene and personal needs, including dressing, going to the toilet and personal safety. I understand why it is important to make healthy food choices and exercise. School nurse workshop – teeth brushing	To explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. School nurse workshop – teeth brushing	To explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices Assemblies Anti-bullying week House Days Mini mentoring	To identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help. Assemblies Anti-bullying week House Days Mini mentoring	To recognise when people are putting me under pressure and can explain ways to resist this when I want to. Assemblies Anti-bullying week House Days Mini mentoring	To explain different roles that food and substances can play in people's lives. To also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. Assemblies Anti-bullying week House Days Mini mentoring Prison me-no way!	To explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. Assemblies Anti-bullying week House Days Mini mentoring Prison me-no way!	**Individual Liberty** **Mutual Respect And Tolerance**
Relationships	To be able to form positive attachments to	To be able to explain why you have special	To be able to explain why some things might make	To be able to explain how your life is influenced	To be able to recognise how people are feeling	To be able to compare different types of friendships	To be able to identify when people may be	**Individual Liberty**

	adults and have friendships with peers; To have some strategies to use if you feel upset or angry To be able to work and play cooperatively, take turns with others and think of ways to mend friendships Assemblies Anti-bullying week House Days Mini mentoring	relationships with some people and how these relationships help you feel safe and good about yourself. To be able to also explain how your qualities help these relationships Assemblies Anti-bullying week House Days Mini mentoring	people feel uncomfortable in a relationship and compare this with relationships that make people feel safe and special. Assemblies Anti-bullying week House Days Mini mentoring	positively by people you know and also by people from other countries. Assemblies Anti-bullying week House Days Mini mentoring	when they miss a special person or animal. Assemblies Anti-bullying week House Days Mini mentoring	and the feelings associated with them. To be able to also explain how to stay safe when using technology to communicate with your friends, including how to stand up for yourself, negotiate and to resist peer pressure. Assemblies Anti-bullying week House Days Mini mentoring	experiencing feelings associated with loss and also recognise when people are trying to gain power or control. Assemblies Anti-bullying week House Days Mini mentoring	**Mutual Respect And Tolerance** **Rule Of Law**
Changing me 	To understand that we all grow from babies to adults To be able to name parts of the body	To be able to compare how you are now to when you were a baby and explain some of the changes that will happen to me as you get older. To be able to use the correct names for private parts of the body and give reasons why they are private.	To be able to use the correct terms to describe private parts of the body and explain why they are private. To be able to explain why some types of touches feel OK and others don't.	To be able to explain how boys' and girls' bodies change on the inside/outside during the growing up process and can explain why these changes are necessary so that your bodies can make babies when you grow up.	To be able to summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.	To be able to explain how boys and girls change during puberty and why looking after yourself physically and emotionally is important. To be able to also summarise the process of conception. School nurse workshop	To be able to describe how a baby develops from conception through the nine months of pregnancy, and how it is born. School nurse workshop	**Individual Liberty** **Mutual Respect And Tolerance**
Keeping and staying safe								
Learning Strand	**EYFS**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**British values**

Personal safety and getting help	Know that rules help keep us safe; know to speak to a trusted adult. *DM: PSED* *Learn the NSPCC Underwear Rule DM: PSED*	Identify ways to cross roads safely and make safe choices. Scooter – Road safety course Local area learning walks *Learn that private parts are private and that "no" means no.*	Explain why safe road-crossing choices matter. Identify safe and risky choices in everyday situations. Scooter – Road safety course Local area learning walks	Recognise warning signs and hazards at home. Know the importance of listening to trusted adults and seeking help. Local area learning walks	Identify safe and risky choices, including when cycling. Recognise the possible consequences of an accident and when emergency services may be needed. Water Safety, swimming, Bikeability Local area learning walks	Identify dangers in the community, including hidden dangers in water. Describe strategies for keeping self and others safe and getting help. Water Safety, swimming, Bikeability Local area learning walks	Evaluate risks and likely consequences. Explain how to seek help and support others to stay safe. Water Safety, swimming, Bikeability, 'Prison me-No way' Local area learning walks	**Rule Of Law** **Individual Liberty**
Mental health & Wellbeing								
Learning Strand	**EYFS**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**British values**
Feelings and Emotions	See themselves as valuable and begin to express their feelings and consider how others feel. Begin to recognise feelings and practise simple ways to manage them, with adult support. Focus: recognising and talking about a range of feelings. Colour Monster; stories, role-play and supported discussion.	Name jealousy and recognise situations that may cause it, including how it can feel in the body. Identify personal strengths and practise ways to cope with uncomfortable feelings. Focus: jealousy. Mental Health Week and Children's Mental Health Week Wellbeing Champions	Recognise anger and worry, including that people may feel them with different intensity. Practise ways to manage these feelings and identify a trusted adult to talk to. Focus: anger and worry. Mental Health Week and Children's Mental Health Week Wellbeing Champions Advotalk	Recognise that grief can bring different feelings and affect people in different ways. Identify supportive words and strategies, such as making a memory box. Focus: grief. Mental Health Week and Children's Mental Health Week MHST workshops Wellbeing Champions Advotalk Music Therapy	Recognise that jealousy and loneliness can involve a range of feelings and affect people differently. Choose ways to manage these feelings and support someone who is upset. Focus: jealousy and loneliness. Mental Health Week and Children's Mental Health Week MHST workshops Wellbeing Champions Advotalk Music Therapy	Explain how anger can affect the body and how feelings may be communicated with or without words. Choose strategies to manage anger and recognise how actions can affect others. Focus: anger. Mental Health Week and Children's Mental Health Week MHST workshops Wellbeing Champions Advotalk Music Therapy	Identify situations that may cause worry, including moving to a new class or school. Choose ways to manage worry and explain how to support someone else who feels worried. Focus: worry and transition. Mental Health Week and Children's Mental Health Week MHST workshops Wellbeing Champions Advotalk Music Therapy	**Individual Liberty** **Mutual Respect And Tolerance**
Being responsible								

Learning Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	British values
Being responsible and contributing	Follow instructions, begin to distinguish right from wrong, and help with simple tasks. ELG: *Building Relationships.*	Describe ways to help people and take responsibility in the classroom. Recognise how actions can affect others. Mini mentoring Pol-Ed	Understand honesty, safe choices and the difference between responsible and irresponsible behaviour. Mini mentoring Pol-Ed	Set simple goals, practise to improve and identify adults who can help at home and in the community. Pol-Ed Mini mentoring	Understand the difference between borrowing and stealing, and how actions can affect trust. Mini mentoring Pol-Ed	Explain why punctuality and responsibility matter. Take part in roles such as school houses or mini mentoring. Mini mentoring Pol-Ed	Explain how choices affect others and demonstrate responsibility through leadership and service. Mini mentoring Pol-Ed	**Democracy** **Rule Of Law** **Individual Liberty** **Mutual Respect And Tolerance**
Online safety and the wider world								
Learning Strand	**EYFS**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**British values**
Computer and online safety	*Identify technology at home and keep login information private.* DM: Understanding the world. E-Safety Week	*Recognise that online activity can affect others. Identify kind and unkind comments and tell a trusted adult about something upsetting.* E-Safety Week	*Identify positive and negative uses of technology. Understand that images should not be shared without permission.* E-Safety Week	*Create a secure password and explain why it should not be shared. Practise respectful online communication and reporting unacceptable content.* E-Safety Week	*Recognise dangers in online chat and identify ways to stay safe. Understand safe and risky online choices.* E-Safety Week	*Recognise online bullying and its emotional impact. Identify ways to respond and get help. Consider pressure to share images and the consequences.* E-Safety Week	*Identify inappropriate online behaviour, including attempts to groom. Use critical thinking, protect privacy and explain how online choices can affect wellbeing.* E-Safety Week	**Individual Liberty** **Rule Of Law**
Our world and the working world	*Talk about familiar people, jobs, places, families and communities. Notice similarities and differences in people's lives and environments.* DM: Understanding the world. People who help us (professions) visitors	*Describe family life and familiar jobs. Begin to notice ways to care for living things and the local environment.*	*Identify jobs and skills people use. Learn about nurses from history as role models.*	*Explain ways to help at home, school and in the community.* Set goals for future learning. Into University	Describe how people's actions affect their local environment and community and suggest ways to improve them. Describe skills needed for future jobs. Into University	*Consider how human activity affects environments and communities.* Understand what a university is and consider future goals Into University	*Consider future work, responsible spending and how choices affect people and the planet.* Visit a university and understand what you need to move on not further education Into University	**Democracy** **Individual Liberty** **Mutual Respect And Tolerance** **Rule Of Law**
Safety, democracy and participation								

Learning Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	British values
Fire safety and emergency help	Recognise the school fire alarm and follow adult instructions. Know that 999 is the emergency number. ELG: Managing Self People who help us (professions) visitors	Describe the role of firefighters and know why the register is taken during a fire evacuation. Pol-Ed, Fire Brigade visit,	Explain why hoax calls are dangerous and why emergency services are important. Pol-Ed	Identify safe and risky choices around fire and fireworks. Pol-Ed	Explain simple ways to reduce fire risks and what to do if there is a fire. Pol-Ed	Explain how to make a 999 call and give key information. Know not to return to a burning building. Pol-Ed	Apply fire-safety knowledge to different situations and explain how responsible choices help keep others safe. Pol-Ed	**Rule Of Law** **Individual Liberty**
First aid	Know to tell a trusted adult when hurt. ELG: Managing Self Recognise that doctors and nurses help people who are unwell or injured. People who help us (professions) visitors	Identify trained adults in school and know to ask them for help.	Recognise when an injury may need medical help. Understand that keeping clean helps prevent illness.	Identify situations where first aid may be needed and explain the importance of getting adult help.	Recognise signs of breathing difficulties, choking or an allergic reaction. Know how to seek urgent help.	Practise age-appropriate first-aid responses, including the recovery position and CPR, with suitable instruction.	Identify a range of situations requiring first aid and know when to seek emergency medical help.	**Rule Of Law** **Individual Liberty**
Road, rail and water safety	Know to stop, look and listen when crossing a road. Stay with an adult near water. DM: PSED	Identify safe places to cross and basic rail safety, including standing behind the yellow line. Pol-Ed Assemblies	Explain why road safety matters and identify safe places to cross with adult support. Pol-Ed Assemblies	Cross roads with increasing independence and recognise the dangers of level crossings. Pol-Ed Assemblies	Identify cycling risks and know basic rail safety, including the dangers of electricity and trespassing. Pol-Ed Assemblies	Practise cycling safety and explain how to keep safe at rail crossings and near water. Pol-Ed Assemblies	Apply the water safety code, identify hidden dangers and explain how to get help. Use road and rail knowledge to make safe decisions. Pol-Ed Assemblies	**Rule Of Law** **Individual Liberty**
Democracy and pupil voice	Take part in a simple vote and share an opinion. DM: Communication and Language. Begin to understand that adults have	Make choices and talk about what is right, with support. Recognise that the school has a houses and house captains. MP visit House Days Assemblies	Take part in an anonymous vote and give an example of democracy in school. MP visit House Days Assemblies	Explain the role of a school house captain and how they represent others' views. MP visit House Days Assemblies	Identify the Prime Minister and political parties. Recognise that people may hold different views about political events. MP visit House Days Assemblies	Explain that an MP represents a place and that people have a right to have their voice heard. MP visit House Days Assemblies	Explain why democracy matters and compare historical forms of democracy with modern democracy. Take part in leadership that can influence school life. MP visit	**Democracy** **Individual Liberty** **Mutual Respect And Tolerance**

	responsibilities in school.						House Days Assemblies London Visit	**Rule Of Law**
Financial Literacy								
Learning Strand	**EYFS**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**British values**
Recognising and using money	*Notice money in familiar play and recognise that it is used to buy things.*	*Recognise common coins and notes; make simple amounts.*	*Combine amounts and solve simple problems involving money and change.*	*Use money in familiar problems and explain what it is used for.*	*Apply money calculations to spending choices.*	*Use money knowledge when comparing financial choices.*	*Apply money calculations when planning and reviewing a budget.*	**Individual Liberty**
What money is for	Understand that people exchange money for things they need or want.	Recognise that money can be used to buy goods.	Explain simple buying and selling situations.	Explain why money and currency are used to pay for goods and services.	Compare needs and wants when making a spending choice.	Explain how choices about spending and saving may differ.	Consider how spending, saving or borrowing choices may affect a budget.	**Individual Liberty** **Mutual Respect And Tolerance**
Payment methods and keeping money safe	Notice that people can pay using coins, notes or a card, with adult support.	Recognise coins and notes as ways to pay.	Choose suitable coins or notes to pay in a simple role-play.	Identify different ways to pay, including cash and digital methods.	Compare payment methods and identify basic banknote security features.	Explain why people may choose different ways to pay.	Identify scams and fraud risks and describe ways to keep money safe online and offline.	**Rule Of Law** **Individual Liberty** **Mutual Respect And Tolerance**
Spending and saving	Talk about choosing between items in play, with adult support.	Begin to distinguish between things people need and things they want.	Explain a simple spending choice.	Identify needs and wants in familiar examples.	Distinguish essentials from luxuries and explain a simple saving choice.	Explain how saving, interest and investment can help people manage money.	Compare spending, saving and borrowing choices in a budget.	**Individual Liberty** **Mutual Respect And Tolerance**
Banks and the economy	Recognise that adults may keep money in a bank.	Recognise a bank as a place where some people keep money.	Describe a simple reason someone might save money.	Explain why money and currency are useful.	Identify a bank as a place where people can save or borrow money.	Describe how banks, loans, repayments and interest work; identify the role of the Bank of England and explore how prices can change.	Explain how borrowing and debt affect financial choices; consider how prices, income and spending relate to a budget.	**Individual Liberty** **Mutual Respect And Tolerance**

Enterprise and ethical spending	Talk about how people make or sell things, using familiar examples.	Recognise that people earn or receive money in different ways.	Identify simple examples of buying and selling.	Explore how money is used in everyday life and how this has changed over time.	Consider how a spending choice may affect the buyer and seller.	Explore saving, investing and enterprise; consider why people may choose to spend ethically.	Explain ethical spending and consider how choices may affect workers and communities.	**Democracy** **Individual Liberty** **Mutual Respect And Tolerance**
Beach School								
Learning Strand	**EYFS**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**British values**
Belonging and noticing	*Explore a familiar outdoor area with an adult. Use senses to notice what can be seen, heard and felt..* Beach trips Local area walks	Notice features of the local beach, such as sand, sea, pebbles and the shoreline. Use simple words to describe what is the same or different. Beach trips	*Describe features of Bridlington beach and compare them with another familiar place. Make observations using drawings, labels or simple notes.* Beach trips	*Use a simple map or photograph to identify familiar coastal features, such as the beach, harbour and promenade. Describe how the place is used by people.* Beach trips	*Observe how the beach changes between visits or in different weather. Record similarities and differences using notes, sketches or photographs.* Beach trips	*Compare parts of the Bridlington and the coast and explain how their features and uses differ. Present findings using a map, labelled diagram or short explanation.* Beach trips	*Use field observations and local sources to explain how Bridlington's coastline is valued and used. Present a clear account using evidence gathered over time.* Beach trips	**Mutual Respect And Tolerance** **Individual Liberty**
Plants, animals and habitats	*Look closely at living things and natural materials. Treat living things gently and return them to where they were found.* ELG: People, Culture and Communities / DM: Understanding the world.	*Identify familiar living things and natural objects with adult support. Understand that living things need care.*	*Sort observations into simple groups, such as living and non-living. Explain ways to avoid harming beach wildlife.*	*Describe simple relationships between living things and their habitat. Record what is found without removing living things from their environment.*	*Compare habitats and identify how features such as shelter, moisture or food support living things. Recognise that human actions can affect habitats.*	*Explain how changes to a habitat may affect the living things found there. Use observations to suggest ways to reduce disturbance.*	*Use field evidence to explain why coastal habitats need care. Suggest practical, realistic actions that protect wildlife and habitats.*	**Rule Of Law** **Mutual Respect And Tolerance**
Safety and managing risk	Stay with the adult and within agreed boundaries. Know that water and unfamiliar objects can be dangerous. Tell an adult if something feels	Follow simple beach-safety instructions. Recognise that the sea, slippery surfaces and unfamiliar objects may be	Identify safe and unsafe choices on a beach visit. Stay with the group and tell an adult if separated or worried. Beach trips	Recognise that conditions can change and that some dangers may not be obvious. Explain simple ways to stay safe near	Identify potential hazards and follow agreed safety routines. Explain why rules matter, including staying within boundaries and listening to	Assess familiar beach situations with adult guidance. Identify hidden water hazards and explain how to seek help. Beach trips	Apply safety learning to different coastal settings. Explain risks, make safe choices and support others to follow agreed safety	**Rule Of Law** **Individual Liberty**

	unsafe. *ELG: People, Culture and Communities / DM: Understanding the world.* Beach trips	hazardous. Beach trips		water. Beach trips	adults. Beach trips		routines. Beach trips	
Caring for the coast	*Help care for the outdoor area by following instructions and putting rubbish in the correct place.* ELG: People, Culture and Communities / DM: Understanding the world. Beach trips	*Notice litter and explain that it can harm places and wildlife.* Take part in a simple, supervised caring action. Beach trips	Sort rubbish for disposal or recycling with adult support. Explain how people can help keep the beach clean. Beach trips	Identify examples of human impact on the beach, including litter. Suggest actions that children can take safely. Beach trips	*Carry out a supervised beach observation or litter survey. Record findings and discuss what they show.* Bempton Cliffs visit	Use findings to identify a local issue and propose a practical response, such as a message or awareness campaign. Beach trips	Use evidence from visits to evaluate a local environmental issue and communicate a reasoned proposal for action. Beach trips	**Democracy** **Mutual Respect And Tolerance** **Rule Of Law**
People, work and community	Notice people who work in or visit the local area. Talk about how people help keep places safe and enjoyable. ELG: People, Culture and Communities / DM: Understanding the world. Beach trips	*Identify ways people use the beach and harbour. Recognise that people have different roles in the community.* Beach trips	*Describe jobs and services connected with the seaside and explain how people help visitors and residents.* Beach trips	*Compare how the coast is used for work, leisure and travel. Listen respectfully to different views about how the beach should be used.* Beach trips	*Consider how visitors, local people and businesses may have different needs. Explain why shared spaces need agreed rules.* Beach trips	*Explore how tourism supports local livelihoods and can also create pressures for places and the environment.* Beach trips	*Discuss a local coastal question from more than one viewpoint and use evidence to suggest a fair, responsible response.* Beach trips	**Democracy** **Mutual Respect And Tolerance** **Rule Of Law**
Reflection and personal development	Share something enjoyed or noticed. Try a new activity with encouragement and adult support. ELG: People, Culture and Communities / DM: Understanding the world.	Say what was enjoyable or challenging and name one thing learned.	Describe a new skill or discovery and recognise effort and improvement.	Reflect on a challenge and identify what helped. Share learning with a partner or group.	Set a simple personal or group goal for a future visit and review how well it was met.	Evaluate personal contribution to a group activity and identify a next step.	Reflect on learning, teamwork and responsibility. Use evidence from visits to explain how understanding or confidence has developed.	**Individual Liberty** **Mutual Respect And Tolerance**

Assembly Timetable 2026 - 2027				
Dates week commencing:	**Assembly**	**Significant event / theme**	**British Value**	**Inclusion & Diversity**
7th Sept	Welcome back – our school community	New school year	Mutual respect	Everyone belongs; welcoming new pupils
14th Sept	What is democracy?	Pupil elections / democracy	Democracy	Everyone has a voice
21st Sept	Every voice matters	Pupil elections / democracy	Democracy	Everyone has a voice
28th Sept	Jigsaw – being me in my world	Jigsaw/PSHE	Individual Liberty	Identity, belonging and contribution
5th Oct	Harvest – sharing what we have	Harvest Festival	Mutual Respect	Gratitude, sharing, food and communities around the world.
12th Oct	Black History Month: honouring our communities	Black History Month	Mutual Respect	Black British history, culture and achievement
19th Oct	Kindness is a superpower	World Mental Health Day	Individual Liberty	Emotional wellbeing and empathy.
Half Term				
2nd Nov	Welcome back – be ready, be respectful and be safe	Termly reset	Rule of Law	Consistency and safety

9th Nov	Diwali – The Festival of Light	Diwali – 8th Nov	Tolerance	Hindu, Sikh, Jain and other traditions; family and community
11th Nov	Remembrance – remembering together	Remembrance Day	Mutual Respect	Different experience of war, service and remembrance
16th Nov	Jigsaw – Celebrating Difference & Break the silence	Anti-Bullying Week	Mutual Respect & Rule of Law	Bullying, prejudice and discrimination
23rd Nov	Every child has rights	World Children's Day	Democracy	Children's voice and equality
30th Nov	Everyone Belongs	International Day of Persons with Disabilities	Individual Liberty	Disability, accessibility and removing barriers
7th Dec	Hanukkah – Light, Faith & Tradition	Hanukkah 4 – 12 Dec	Tolerance	Judaism, faith, family and tradition
14th Dec	Christmas – Hope, Giving & Celebration	Christmas /Advent	Tolerance	Christianity and different family traditions
Half Term				
4th Jan	New term, new start	Behaviour, routines & expectations	Rule of Law	Everyone deserves a positive start
11th Jan	Jigsaw – dreams & goals	Jigsaw	Individual Liberty	Aspirations, resilience and individual strengths
18th Jan	You can be anything	Aspirations	Individual Liberty	Challenging stereotypes and barriers

25th Jan	Remembering the Holocaust	Holocaust Memorial Day	Tolerance & Rule of Law	Antisemitism, racism and prejudice
1st Feb	My voice, my wellbeing	Children's Mental Health Week	Individual Liberty	Mental health and belonging
2nd Feb	Safer Internet Day – Think Before You Click	Internet Safety Day – 8th Feb	Rule of Law, Individual Liberty & Mutual Respect	Healthy relationships online
3rd Feb	Lent	Ash Wednesday – 10th Mar	Tolerance	Giving something up
Half Term				
15th Feb	Welcome back – looking after ourselves	Termly reset	Individual Liberty	Different needs, choices and wellbeing
22nd Feb	Jigsaw – Healthy Me	Jigsaw/PSHE	Individual Liberty	Physical health, mental health and healthy choices
1st Mar	World Book Day	World Book Day	Individual Liberty & Tolerance	Anybody can read/write a book
8th Mar	Women who changed the world	International Women's Day – 8th March	Individual Liberty	Gender equality and challenging stereotypes
15th Mar	Ramadan & Eid – faith, fasting & community	Ramadan/Eid al-Fitir	Tolerance	Islam, fasting, prayer, generosity and community
16th Mar	Water for everyone	World Water Day – 22 Mar	Rule of Law	Global inequality, resources and human rights

Half Term				
5th Apr	Welcoming Back – working together	Termly reset	Mutual Respect	Everyone has a role
12th Apr	Jigsaw - Relationships	Jigsaw	Mutual Respect	Friendship, family and healthy relationships
19th Apr	What makes a good friend?	Friendship	Mutual Respect	Empathy, kindness and accepting differences
26th Apri	Vaisakhi – community, equality & service	Vaisakhi – 14th Apr	Mutual Respect & Tolerance	Sikhism, Sikh identity, equality and community
4th May	Democracy starters with us	Democracy/ pupil voice	Democracy	Listening to different opinions
SATs Week				
17th May	Eid al-Adha – Faith, Sacrifice & Generosity	Eid al-Adha – 17 May*	Tolerance	Islam, generosity, family and community
24th May	Looking After Each Other	Mental health / relationships	Individual Liberty	Mental health, empathy and support
Half Term				
7th Jun	Welcome back – ready for our final term	Termly reset	Rule of Law	Safe and supportive environment
14th Jun	Jigsaw – Changing Me	Jigsaw/PSHE	Individual Liberty	Growing, changing and transition

21st Jun	Refugee Week – a place to call home	World Refugee Day – 20th Jun	Tolerance	Refugees, migration, belonging and empathy
28th Jun	Everybody has a story	GRT History Month	Mutual Respect	Gypsy, Roma and Traveller history and culture
5th Jul	Fairness for everyone	Equality / human rights	Rule of Law	Equality and challenging discrimination
12th Jul	Courage to make a difference	Nelson Mandela International Day – 18 Jul	Democracy	Equality, leadership and social responsibility
19th Jul	What kind of school are we?	End-of-year reflection	All Five	Celebrating the whole school community