

# Citizenship/SMSC at Newdale Overview



As part of the new curriculum, children are expected to learn about a range of different faiths, cultures, morals and values to prepare them for "life in modern Britain". We have picked out the key aspects from the following subject areas: SMSC, PSHE, SEAL, RE, Healthy Schools and RSE, with the aim to help children become a well-rounded British citizen. These are as follows:

<b>Relationships (RSE)</b>
<b>Religious Education</b>
<b>Rights, Responsibilities and British Values (including Healthy Choices)</b>

## Values of the Month

Responsibility	Respect	Friendship	Peace	Independence	Caring
Belief	Freedom	Perseverance	Honesty	Reflecting	

## Relationships (RSE) 'Respect Yourself'

Nursery	Reception	Year 1 (and The Den)
<ul style="list-style-type: none"> <li>➤ Who makes up my family?</li> <li>➤ Making new friends.</li> <li>➤ Important people in my life</li> <li>➤ To recognise, name and deal with feelings in a positive way.</li> <li>➤ To understand about how to keep themselves safe: in school, at home, in their community and online</li> <li>➤ Reception: Expect Respect-Gender Expectations</li> </ul>	<ul style="list-style-type: none"> <li>➤ Who makes up my family?</li> <li>➤ Making new friends.</li> <li>➤ Important people in my life</li> <li>➤ To recognise, name and deal with feelings in a positive way.</li> <li>➤ To understand about how to keep themselves safe: in school, at home, in their community and online</li> <li>➤ Reception: Expect Respect-Gender Expectations</li> </ul>	<ul style="list-style-type: none"> <li>➤ 'Respect Yourself': To recognise and understand how we have changed from a baby.</li> <li>➤ To explore differences between male and females. (Book: Boys and Girls)</li> <li>➤ To recognise and respect differences.</li> <li>➤ To recognise the importance of hygiene and taking care of themselves</li> <li>➤ Different families e.g. two mummies.</li> <li>➤ To think about themselves, learn from their experiences and recognise what they are good a (set simple goals).</li> <li>➤ To recognise that they belong to various groups and communities; such as family and school.</li> <li>➤ To understand about how to keep themselves safe: in school, at home, in their community and online</li> <li>➤ Expect Respect - Friends, Secrets and People: Who can help us?</li> </ul>
Year 2 (and The Den)	Year 3	
<ul style="list-style-type: none"> <li>➤ 'Respect Yourself': To increase awareness and understanding of changes e.g. height.</li> <li>➤ Understand the difference between boys' and girls' bodies, naming the external body parts.</li> <li>➤ To recognise and respect differences.</li> <li>➤ To compare and contrast themselves with others. e.g. different family make-ups (Book: Picnic in the Park)</li> <li>➤ To recognise the importance of hygiene and taking care of themselves</li> <li>➤ To look at identity and self-esteem and enforce messages that we are special.</li> <li>➤ To understand about how to keep themselves safe: in school, at home, in their community and online</li> <li>➤ Expect Respect: Gender, careers and assumptions</li> </ul>	<ul style="list-style-type: none"> <li>➤ 'Respect Yourself': To prepare for and understand changes that occur as part of puberty.</li> <li>➤ To recognise physical and emotional changes.</li> <li>➤ To identify current levels of knowledge and understanding about puberty, menstruation and conception Book: Mommy ate my football</li> <li>➤ To recognise the qualities of a good friend.</li> <li>➤ To develop confidence in themselves</li> <li>➤ Gender Stereotypes</li> <li>➤ To understand about how to keep themselves safe: in school, at home, in their community and online</li> <li>➤ To know the importance of 'The Pants Rule'</li> <li>➤ Expect Respect: Resolving conflict and where to get help</li> </ul>	
Year 4	Year 5	

<ul style="list-style-type: none"> <li>➤ Respect Yourself: To know that during puberty, a body changes from a child to an adult</li> <li>➤ To develop an understanding of emotional changes as well as physical.</li> <li>➤ To understand menstruation</li> <li>➤ To become confident in awareness of life cycle changes including birth.</li> <li>➤ To understand some basic facts about pregnancy</li> <li>➤ Separate Girl Talk- Periods.</li> <li>➤ To increase awareness and understanding of choices and decision making which impact upon health.</li>   <li>➤ Gender equality</li> <li>➤ To understand about how to keep themselves safe: in school, at home, in their community and online</li> <li>➤ To know the importance of 'The Pants Rule'</li> <li>➤ Expect Respect- Examining violence- excuses and responsibility Gender equality/stereotypes. Video - 'Unstoppable' - <a href="https://www.youtube.com/watch?v=VhB31gCz2E">https://www.youtube.com/watch?v=VhB31gCz2E</a></li> <li>➤ Video- 'Imagine all the possibilities' (Barbie). <a href="https://www.youtube.com/watch?v=1vnsqbnAkk">https://www.youtube.com/watch?v=1vnsqbnAkk</a></li> </ul>	<ul style="list-style-type: none"> <li>➤ How Respect Yourself: To know and understand the physical and emotional changes that take place during puberty, when they happen and how to manage them.</li> <li>➤ To know and understand life processes common to humans, including reproduction.</li> <li>➤ To know and understand about personal hygiene and keeping safe.</li> <li>➤ Girl Talk- Puberty/Boy Talk- Puberty</li> <li>➤ To increase awareness and understanding of choices and decision making which impact upon health.</li>   <li>➤ To explore the idea of relationships, including friendships, parent child and family relationships and adult sexual relationships.</li> <li>➤ LGBT - Transgender/ Homophobic Bullying</li> <li>➤ To understand about how to keep themselves safe: in school, at home, in their community and online</li> <li>➤ To know the importance of 'The Pants Rule'</li> <li>➤ Online safety- Sexting/Grooming</li> <li>➤ Expect Respect: Secrets and Stories LGBT What does this mean? Share Be Who You Are book.</li> <li>➤ Homophobic Bullying (LGBT), including homophobic language. <a href="http://www.bbc.co.uk/newsround/30073370">http://www.bbc.co.uk/newsround/30073370</a></li> <li>➤ Football - <a href="http://www.thefa.com/football-rules-governance/equality/football-v-homophobia">http://www.thefa.com/football-rules-governance/equality/football-v-homophobia</a></li> <li>➤ Human rights video - <a href="https://www.youtube.com/watch?v=sYFNfW1-sM8">https://www.youtube.com/watch?v=sYFNfW1-sM8</a></li> <li>➤ Video - '. <a href="https://www.youtube.com/watch?v=lrJxqvalFxm">https://www.youtube.com/watch?v=lrJxqvalFxm</a></li> </ul>
<p><b>Year 6</b></p>	<p><b>Whole School Coverage Through Assemblies /Visitors</b></p>
<ul style="list-style-type: none"> <li>➤ Respect Yourself: Valuing Ourselves- To recognise own self-worth and identify positive things about themselves and others.</li> <li>➤ Changes - To appreciate that similarities and differences between people are a result of different factors.</li> <li>➤ Puberty -To know and understand about physical and emotional changes that take place during puberty Girl Talk- Puberty/Boy Talk.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences.</li> <li>➤ Gender stereotypes and different families.</li> <li>➤ To be aware of the lives of people living in other places and times, and of people with different values and customs.</li> </ul>

<ul style="list-style-type: none"> <li>➤ Knowing our bodies - To know and understand the correct language for body parts and their function in reproduction.</li> <li>➤ LGBT - Transgender</li> <li>➤ To understand about how to keep themselves safe: in school, at home, in their community and online</li> <li>➤ To know the importance of 'The Pants Rule'</li> <li>➤ Online safety- Sexting/Grooming</li> <li>➤ Expect Respect - The Court Room LGBT homophobic bullying - Focus on Transgender - Share book 'Be Who You Are!' Share video- 'I'm Leo' <a href="https://www.youtube.com/watch?v=0x_u2cs8DpI">https://www.youtube.com/watch?v=0x_u2cs8DpI</a></li> <li>➤ <a href="https://www.youtube.com/watch?v=L4Q3ABMLWos">https://www.youtube.com/watch?v=L4Q3ABMLWos</a></li> </ul>	<ul style="list-style-type: none"> <li>➤ To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</li> <li>➤ Friendship week/getting on and falling out</li> <li>➤ Buddy Bear- Bullying</li> <li>➤ Following the SMART code</li> <li>➤ Current issues related to what's happening around the world (news)</li> </ul>
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## Religious Education

Nursery	Reception	Year 1
<ul style="list-style-type: none"> <li>➤ Celebrate all the major festivals and participate in cultural events e.g. making diva lamps, Christmas and Easter cards, Christingles, making rangoli patterns.</li> </ul>	<ul style="list-style-type: none"> <li>➤ RE through play: a flexible ideas unit (many religions)</li> <li>➤ Myself: Who am I?</li> <li>➤ Who celebrates what and how? (Wedding, birthday, welcoming a new baby)</li> <li>Festivals: how are they celebrated? (Christmas, Eid, Passover, Diwali)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Where do I belong?</li> <li>➤ How do we show we care?</li> <li>➤ Who is a Christian and what do they believe?</li> <li>➤ Who celebrates and why?</li> <li>➤ Who is an inspiring person?</li> <li>➤ What can stories teach us about life?</li> </ul>
Year 2	Year 3	
<ul style="list-style-type: none"> <li>➤ What can we learn about what is special for Muslims?</li> <li>➤ What stories tell how the world began? E.g. creation stories.</li> <li>➤ Can we find the meaning of the symbols?</li> <li>➤ What makes us sad?</li> <li>➤ Ideas about God</li> <li>➤ Why are some places special?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Beginning to learn about Sikhs (Year 2 H&amp;D unit)</li> <li>➤ Making signs and symbols fascinating</li> <li>➤ Who inspires me</li> <li>➤ Who is my neighbour?</li> <li>➤ How do Christians celebrate Christmas?</li> <li>➤ How does a Christian follow Jesus?</li> </ul>	
Year 4	Year 5	

<ul style="list-style-type: none"> <li>➤ Creation and green issues</li> <li>➤ How is new life welcomed into the world?</li> <li>➤ Values: What matters most?</li> <li>➤ What are the deeper meanings of our celebrations?</li> <li>➤ What does it mean to be a Sikh?</li> <li>➤ What sort of book is the bible?</li> </ul>	<ul style="list-style-type: none"> <li>➤ How do Christians celebrate Easter?</li> <li>➤ What does it mean to be a Muslim?</li> <li>➤ What's so special about marriage?</li> <li>➤ What can we learn from religion about temptations?</li> <li>➤ How does a Christian follow Jesus?</li> <li>➤ Wisdom: What can we learn from Sikh, Christian and Muslim faiths?</li> </ul>	
<b>Year 6</b>	<b>Whole School Coverage Through Assemblies/Visitors</b>	
<ul style="list-style-type: none"> <li>➤ What happens when we die?</li> <li>➤ Justice and poverty</li> <li>➤ How do you find your way through the moral maze?</li> <li>➤ Interfaith dialogue</li> <li>➤ Transition Unit: Religious Stories</li> </ul>	<ul style="list-style-type: none"> <li>➤ To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</li> <li>➤ Weekly collective worship</li> <li>➤ Harvest/Easter/Christmas assemblies</li> <li>➤ Termly visits from local Reverends</li> <li>➤ Tolerance of those of Different Faiths and Beliefs</li> <li>➤ To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences.</li> <li>➤ To be aware of the lives of people living in other places and times, and of people with different values and customs.</li> </ul>	
<b>Rights, Responsibilities and British Values (including Healthy Choices)</b>		
<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>
<ul style="list-style-type: none"> <li>➤ Children make choices including about what they would like to play, which story the group would like to have read to them, what they would like to change about the environment.</li> </ul>	<ul style="list-style-type: none"> <li>➤ People who help us.</li> <li>➤ To recognise what they like and dislike and recognising what's right and wrong</li> <li>➤ To recognise that there are rules for their</li> </ul>	<ul style="list-style-type: none"> <li>➤ The role of school council- who are they and what do they do?</li> <li>➤ Why do we have rules?</li> <li>➤ To identify rules/ways of keeping safe, and about people who can help them stay safe.</li> <li>➤ What does having a responsibility mean? (To know that family and friends should care for each other).</li> <li>➤ To recognise how their behaviour affects their lives.</li> </ul>

<ul style="list-style-type: none"> <li>➤ Healthy snack time and cooking. Parents/carers only to send water in water bottles. Water available at all times in addition to milk - this is discussed with families and children. Grow fruit and vegetables in the nursery garden.</li> <li>➤ Follow smart code Time out cushions re-making decisions re-behaviour Given simple choice re-behaviour</li> <li>➤ Talk about people who keep us safe and healthy eg role play hospital, visitors such as CSO</li> </ul>	<p>classroom/school. e.g. the SMART Code.</p> <ul style="list-style-type: none"> <li>➤ Basic understanding of healthy foods.</li> <li>➤ Understand where food comes from.</li> <li>➤ To recognise that food and water are essential for life.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To share their opinions on things that matter to them and explain their views.</li> <li>➤ The role of emergency services e.g. the fire service.</li> <li>➤ To recognise that all food comes from plants or animals.</li> <li>➤ Understand and value where food comes from e.g. a farm, the sea.</li> <li>➤ To be aware that being active and looking after yourself are important for health e.g. brushing your teeth.</li> </ul>
<b>Year 2</b>		<b>Year 3</b>
<ul style="list-style-type: none"> <li>➤ The role of the Police in helping us to follow rules</li> <li>➤ The Royal Family today - who are they?</li> <li>➤ Where is Britain? What is special about being British?</li> <li>➤ Voting and an introduction to a freedom of speech.</li> <li>➤ Who is can vote?</li> <li>➤ To recognise that people have needs and they have a responsibility to meet them?</li> <li>➤ To know that there are different types of teasing and bullying, that bullying is wrong and how to deal with bullying.</li> <li>➤ To be aware that we all need a balanced and varied diet and we need to eat more foods than others (basic food groups)</li> <li>➤ Use the basic principles of a healthy and varied diet to prepare dishes.</li> <li>➤ Recognise and taste a range of unfamiliar ingredients.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To talk about their opinions and explain their views on issues that affect themselves and their community.</li> <li>➤ To recognise their worth as individuals, identifying positive things about themselves, seeing their mistakes, making amends and setting personal goals.</li> <li>➤ The Royal Family and how it has changed through the ages.</li> <li>➤ Why is education so important?</li> <li>➤ Who is represented in parliament?</li> <li>➤ What is democracy? How do we know we live in a democracy?</li> <li>➤ Why and how rules and laws are made and enforced</li> <li>➤ To recognise that there are different kinds of responsibilities, rights and duties at home, school and in their community; these can sometimes conflict with each other.</li> </ul>	

<ul style="list-style-type: none"> <li>➤ To recognise that food can be purchased or grown at home or at school.</li> <li>➤ To know that people choose different types of food based on preferences e.g. allergies, preferences, religion and celebrations.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To recognise the different risks in different situations and then decide how to behave responsibly.</li> <li>➤ Understand and apply the principles of a healthy and varied diet.</li> <li>➤ Science Healthy Unit</li> <li>➤ To be aware that some foods have labels which provide information to help when making a choice.</li> </ul>
<b>Year 4</b>	<b>Year 5</b>
<ul style="list-style-type: none"> <li>➤ To face new challenges positively by collecting information, looking for help, making responsible choices etc.</li> <li>➤ Where in the world is the Royal Family still recognised? Linked through Geography topic on Russia</li> <li>➤ Which other countries have a royal family? How is this the same/different? Linked through Geography topic on Russia</li> <li>➤ The legal system in Britain</li> <li>➤ To recognise the consequences of antisocial and aggressive behaviour, such as bullying and racism, on individuals and communities.</li> <li>➤ To resolve differences by looking at alternatives, making decisions and explaining choices</li> <li>➤ The work of parliament.</li> <li>➤ The beginning of democracy - The Magna Carta</li> <li>➤ Understand and apply the principles of a healthy and varied diet.</li> <li>➤ Prepare and cook a variety of predominantly savoury dishes using a range of techniques reflecting cultural diversity.</li> <li>➤ Understand seasonality, and know where and how a variety of ingredients are grown, reared caught and processed.</li> <li>➤ To read and make use of the main information on food and drink labels.</li> </ul>	<ul style="list-style-type: none"> <li>➤ What age should you be allowed to vote?</li> <li>➤ House of Commons/House of Lords</li> <li>➤ What laws do the Police uphold? Is this different in other countries? Should Police Officers be armed? WPC Visitors.</li> <li>➤ Should education be free across the world? Right to an education.</li> <li>➤ Traditions of Parliament</li> <li>➤ Democracy/elections- Visit to Parliament/MP visit.</li> <li>➤ Equality and discrimination.</li> <li>➤ Freedom/Liberty.</li> <li>➤ To recognise that their actions affect themselves and others, to care about other people's feelings and to try and see things from their points of view.</li> <li>➤ To recognise that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and basic techniques for resisting pressure to do wrong.</li> <li>➤ Prepare and cook a variety of predominantly savoury dishes using a range of techniques reflecting cultural diversity.</li> <li>➤ Understand seasonality, and know where and how a variety of ingredients are grown, reared caught and processed.</li> </ul>

<ul style="list-style-type: none"> <li>➤ To understand the use of date-marks and storage instructions on food and drink labels.</li> <li>➤ To appreciate the value of eating together with family and friends.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To explore the factors involved in food and drink choice and how this may be influenced by availability, season, cost, packaging, culture, religion, allergies etc.</li> <li>➤ To be aware that advertising can influence what children choose to eat.</li> <li>➤ To be aware that it is important to choose an appropriate portion size for their needs.</li> </ul>
<p><b>Year 6</b></p>	<p><b>Whole School Coverage Through Assemblies/Visitors</b></p>
<ul style="list-style-type: none"> <li>➤ Rules and customs - The origins of Parliament go back to the 13th century, so there are many rules about how it runs</li> <li>➤ Trial by Jury- How is the rule of law different in Britain to other countries? What rights do all people have, if they are accused of a crime?</li> <li>➤ Parliament and government both play a part in forming the laws of the United Kingdom</li> <li>➤ Along with the House of Commons and the House of Lords, the Crown is an integral part of the institution of Parliament</li> <li>➤ To recognise that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.</li> <li>➤ To know where individuals, families and groups can get help and support.</li> <li>➤ Understand and apply the principles of a healthy and varied diet.</li> <li>➤ To know that food and drinks provide energy and in different amounts</li> <li>➤ To know the scientific functions of all of the food groups e.g. carbohydrates. To create meals for different sports people e.g. long distance runner, shot putter etc.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences.</li> <li>➤ To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</li> <li>➤ To be aware of the lives of people living in other places and times, and of people with different values and customs.</li> <li>➤ Current age appropriate issues relating to human rights, caring for the environment, animal welfare, extremism, moral and ethical issues on the news.</li> <li>➤ School Council Assemblies</li> <li>➤ MP visits</li> <li>➤ Use of espresso resource</li> <li>➤ Good to be green behaviour scheme and smart code.</li> <li>➤ Values of the month e.g. Mutual respect</li> <li>➤ Tolerance of those of Different Faiths and Belief</li> <li>➤ Healthy Eating Bus</li> </ul>

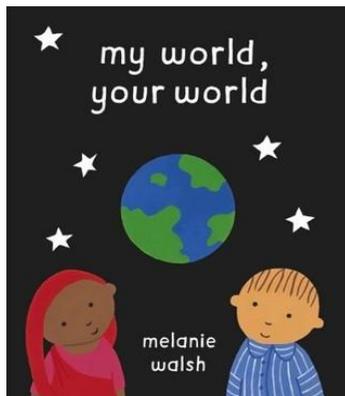
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| <ul style="list-style-type: none"><li>➤ To know that food safety means preventing contamination, spoilage and decay when handling and storing food, so that it is safe to eat.</li></ul> |  |
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## Resources and Websites

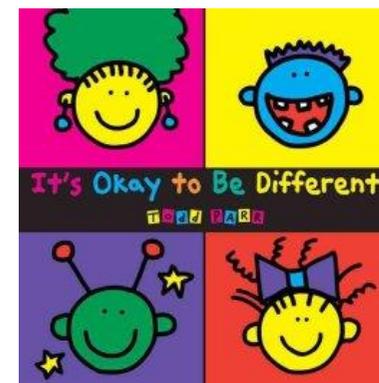
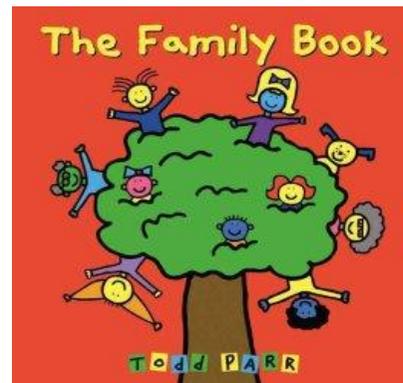
- Espresso
- Go Givers
- Assembly Tube
- Free stories for kids- Value based stories
- Newsround
- Cooking and Nutrition Coverage map
- Living and Growing RSE resources
- Stonewall/ Schools-Out

### Relationships and Diversity (including LGBT) Books

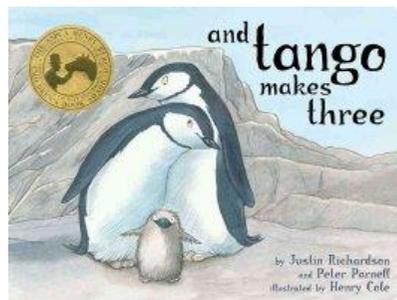
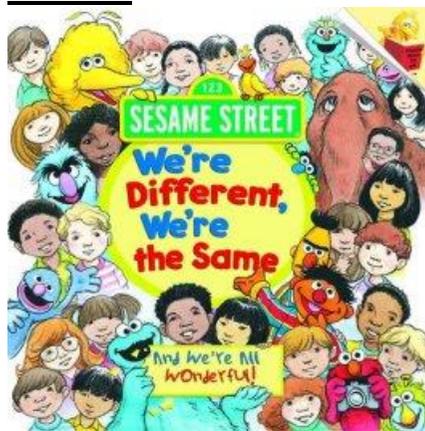
Nursery



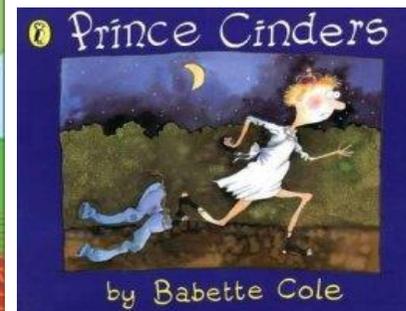
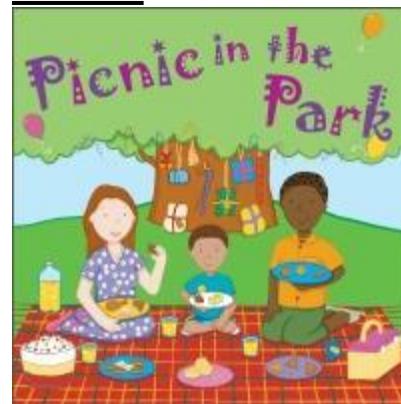
Reception



Year 1

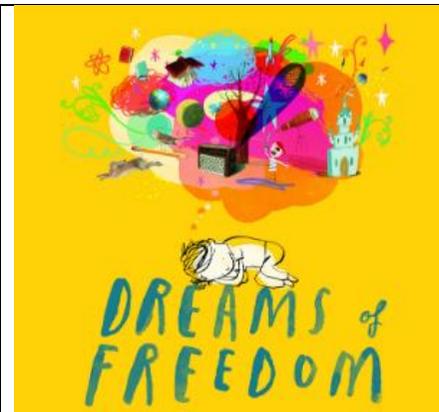
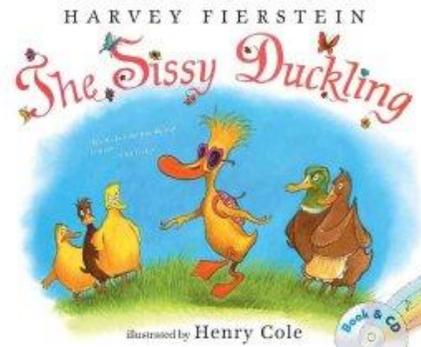
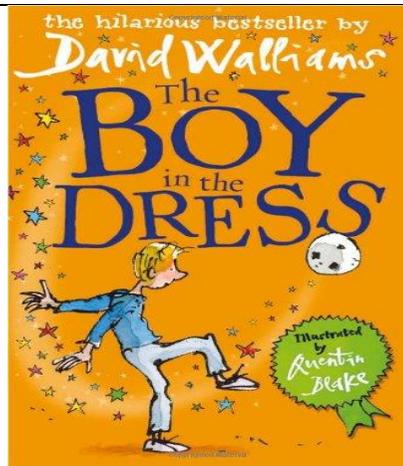


Year 2



Year 3

Year 4



Year 5

